DOCUMENT RESUME

ED 320 908 SP 032 492

TITLE	Profile of Georgia Public School Personnel 1985-1986, 1986-1987, 1987-1988, 1988-1989.
INSTITUTION	Georgia Professional Standards Commission, Atlanta.of
PUB DATE	Mar 90
NOTE	175p.; For a related document, see SP 032 490.
AVAILABLE FROM	Georgia Professional Standards Commission, 2945 Flowers Rd. South, Suite 107, Atlanta, GA 30341 ($8.00).
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Demography; Elementary Secondary Education; Employment Statistics; *Enrollment Trends; Policy Formation; Teacher Certification; *Teacher Characteristics; Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation); *Trend Analysis

ABSTRACT

In this second edition of "Profile of Georgia Public School Personnel" four years of factual profile information and statistical data on Georgia public school personnel have been compiled and analyzed. This edition provides updated information on the data presented in the June 1989 profile. This volume contains seven chapters on: school enrollment, personnel, gender of teaching and administrative personnel, age and state experience, attrition, certification, and regions of the state. Appendices contain complete system-by-system rankings and composites according to the indicators: growth rate, size, gender proportions, mean age, state experience, selected certificate types, percentages of both new and special education personnel, and personnel turnover (attrition and mobility). (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED320908

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. R. Harrison

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 032 492

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PROFESSIONAL STANDARDS COMMISSION
1990

JOE RICHARDSON, Chairman
Professor, College of Education
Georgia State University
Atlanta

CAL ADAMSON
Superintendent
LaGrange City Schools
LaGrange

FLORENCE ANN BICE
Kindergarten Teacher
Dallie Zetterower Elementary
Statesboro

BETTY BLACK
Middle School Teacher
Cartersville Middle School
Cartersville

ANDY BLASSINGAME
Vocational Teacher
Dougherty County High School
Albany

ALPHONSE BUCCINO
Dean, College of Education
University of Georgia
Athens

LARRY BUSSEY
English Teacher
Taft County High School
Tifton

CECIL F. CARTER
Superintendent
Chatham County Schools
Savannah

MAMIE CRAWFORD
Jr. High Teacher
Henderson Jr. High School
Jackson

FAYE FOX
First Grade Teacher
Westwood Primary School
Dalton

LOUIS E. HARPER
Superintendent
Ben Hill County Schools
Fitzgerald

BETTY HICKMAN
First Grade Teacher
The Westminster Schools
Atlanta

MIRIAM M. HOLLAND
Lead Teacher
J. W. Arnold School
Jonesboro

HELEN FAY LEWIS
Member, Carrollton City
Board of Education
Carrollton

DELORES G. MCGHEE
Member, Fulton County
Board of Education
Atlanta

JOHNNIE MILLER
English Teacher
Dunwoody High School
Dunwoody

JOE SEARS
Assistant Principal
Bacon County Elementary School
Alma

BETTY SLOOP
Professor, Education Department
Mercer University Atlanta
Atlanta

FLOYD D. TOTH
Dean, School of Education
Valdosta State College
Valdosta

PAUL VAIL
Associate State Superintendent
Planning and Development
Atlanta

COMMISSION STAFF

GERTRUDE E. HARRISON
Executive Secretary

SANDRA L. KOLKA
Senior Research Associate

THOMAS O. HALL
Research Analyst

LAURA E. MCCARTY
Administrative Assistant

PROFILE OF
GEORGIA PUBLIC SCHOOL PERSONNEL
1985-1989

JOE RICHARDSON
Chairman

SUZANN R. HARRISON
Executive Secretary

March 1990

Acknowledgments

The Georgia Professional Standards Commission pays tribute to the institutions and individuals that have given their time and energy to this data collection effort and the production of this report.

Appreciation is expressed to Dr. Werner Rogers, State Superintendent of Schools, the Georgia Department of Education, the Central Office of the Board of Regents, the Office of Planning and Budget, and the Department of Administrative Services for their assistance with this report.

Special thanks go to Dr. Thomas Hall for his continued assistance with the logistic, programmatic, and statistical aspects of this voluminous database; to Sandra Kolka for her invaluable help in the interpretation of data and in the drafting of this publication; and to Laura McRaney for all the production aspects of this project.

FORWARD

In this, the second edition of Profile of Georgia Public School Personnel, four years of factual profile information and statistical data on Georgia public school personnel have been compiled and analyzed. All data were provided by the Georgia Department of Education (Certified Personnel Information Reports/Certification Files, 1985-1989). The Social Security number is the common denominator for generating, tracking, and analyzing the data. This edition primarily provides updated information presented in the June 1989 document. Additional sections, one on "New Personnel" and an Appendix which contains complete system-by-system rankings and composites according to key 1989 indicators such as growth rate, size, gender proportions, mean age, State experience, selected certificate types, percentages of both new and special education personnel, and personnel turnover (attrition and mobility) appear in this Spring 1990 edition.

The purpose of this Profile is to provide reliable statistical data and summary information, including preliminary trend analysis, for use as a foundation for future personnel planning by professional educators, policymakers, and all others interested in the many contemporary issues surrounding personnel supply and demand and qualitative improvement. The Professional Standards Commission hopes our users find this publication helpful. We invite your comments and suggestions for future editions.

TABLE OF CONTENTS

Chapter 1: School Enrollment 1

Chapter 2: Personnel 2
- Demand 2
- Supply 3
- New Personnel 9

Chapter 3: Gender 16

Chapter 4: Age and State Experience 21
- Age 22
- State Experience 34

Chapter 5: Attrition 46
- National Perspective 47
- Georgia Attrition 48

Chapter 6: Certification 66
- Historical Context 67
- Georgia Certificates: An Overview 69
- Classification: Types, Levels, Fields, Titles 71
- Alternative Certification in Critical Fields 82
- Permitted Personnel 84
- Present Certification 84

Chapter 7: Regions 96
- North 97
- North Central 98
- Central 98
- Southwest 99
- Southeast 100

Appendices
- Systems Ranked by Growth Rate (1986 to 1989) 123
- Systems Ranked by Size, 1989 125
- Systems Ranked by Gender, 1989 127
- Systems Ranked by Age, 1989 129
- Systems Ranked by Experience, 1989 131
- Systems Ranked by Performance-Based Certificate Holders, 1989 133

Systems Ranked by Life Certificates Holders, 1989 135
Systems Ranked by Zero Experience, 1989 137
Systems Ranked by Personnel Turnover, 1989 139
Systems Ranked by Administration, 1989 141
Systems Ranked by Special Education Personnel, 1989 143
Composite System Ranking by Categories 145

References 150

FIGURES

1. Total Personnel Summary 2
2. Reserve Leadership Pool 4
3. Total Work Force, 1989 8
4. Age of New Personnel, 1985-1989 13
5. Gender Proportions 16
6. 1989 Total Work Force Gender 17
7. Administration, 1985-1989 20
8. Principals and Assistant Principals, 1985-1989 20
9. Total Work Force Experience, 1985-1989 21
10. Total Work Force Age, 1985-1989 22
11. Teacher Age, 1986 25
12. Teacher Age, 1989 25
13. Administration Age, 1986 26
14. Administration Age, 1989 26
15. Principal and Assistant Principal Age, 1986 27
16. Principal and Assistant Principal Age, 1989 27
17. Male Age, 1985-1989 28
18. Female Age, 1985-1989 29
19. Total Work Force Experience, 1985-1989 34
20. Teacher Experience, 1986 37
21. Teacher Experience, 1989 37
22. Administration Experience, 1986 38
23. Administration Experience, 1989 38
24. Principal and Assistant Principal Experience, 1986 39
25. Principal and Assistant Principal Experience, 1989 39
26. Male Experience, 1985-1989 40
27. Female Experience, 1985-1989 41
28. Reentrants, 1986-1988 50
29. Reentrants, 1987-1989 50
30. Attrition by Gender, 1986 to 1987 52
31. Attrition by Gender, 1987 to 1988 52
32. Attrition by Gender, 1988 to 1989 52
33. Attrition by Age, 1986 to 1987 54
34. Attrition by Age, 1987 to 1988 54
35. Attrition by Age, 1988 to 1989 54
36. Attrition by State Experience, 1986 to 1987 56
37. Attrition by State Experience, 1987 to 1988 56
38. Attrition by State Experience, 1988 to 1989 56
39. Percent of Attrition for Elementary Teachers, 1986 to 1989 57
40. Percent of Attrition for Secondary Teachers, 1986 to 1987 58
41. Performance-Based Certificates, 1985-1989 87
42. Life Certificates, 1985-1989 88
43. State of Georgia Regional Map 96

44. Personnel Distribution by Region, 1988-89 101
45. Age, North Region, 1985-1989 107
46. Age, North Central Region, 1985-1989 108
47. Age, Central Region, 1985-1989 109
48. Age, Southwest Region, 1985-1989 110
49. Age, Southeast Region, 1985-1989 111
50. State Experience, North Region, 1985-1989 112
51. State Experience, North Central Region, 1985-1989 113
52. State Experience, Central Region, 1985-1989 114
53. State Experience, Southwest Region, 1985-1989 115
54. State Experience, Southeast Region, 1985-1989 116

TABLES

I.	Public School Enrollment	1
II.	Hiring Summary	3
III.	Georgia Public School Personnel	5
IV.	Personnel Summary, Growth	6
V.	Georgia Public School Personnel Distribution	8
VI.	New Personnel Classification by Gender	12
VII.	Range Distribution of New Personnel by Age	13
VIII.	New Personnel Classification by Age	14
IX.	New Personnel Certificate Distribution	14
X.	Top 30 Systems Ranked by Mean Percentage of New Personnel	15
XI.	Personnel Classification by Gender	18
XII.	Teacher Classification by Gender	19
XIII.	Principals/Assistant Principals by Gender	20
XIV.	Mean Age	21
XV.	Percentage of Classification, Teachers, Age 21-35	23
XVI.	Range Distribution of Age	24
XVII.	Personnel Classification by Age	24
XVIII.	Range Distribution of Teacher Age	25
XIX.	Range Distribution of Administration Age	26
XX.	Range Distribution of Principal Age	27
XXI.	Range Distribution of Male Age	28
XXII.	Range Distribution of Female Age	29
XXIII.	Systems Ranked by Mean Age	30
XXIV.	Mean State Experience	34
XXV.	Range Distribution of State Experience	36
XXVI.	Personnel Classification by State Experience	36
XXVII.	Range Distribution of Teacher Experience	37
XXVIII.	Range Distribution of Administration Experience	38
XXIX.	Range Distribution of Principal Experience	39
XXX.	Range Distribution of Male Experience	40
XXXI.	Range Distribution of Female Experience	41
XXXII.	Systems Ranked by Mean Experience	42
XXXIII.	Total Work Force Attrition, 1986 to 1989	47
XXXIV.	Attrition Classification by Gender	51
XXXV.	Range Distribution of Attrition Age	53
XXXVI.	Attrition Classification by Age, 1986 to 1989	53
XXXVII.	Range Distribution of Attrition State Experience	55
XXXVIII.	Attrition Classification by State Experience, 1986 to 1989	55
XXXIX.	Attrition of Regular Kindergarten and Elementary Classroom Teachers, 1986 to 1989	57
XL.	Attrition of Secondary Classroom Teachers, 1986 to 1989	58

XLI. Attrition of Vocational Education Teachers, 1986 to 1988 59
XLII. Attrition of Vocational Education Teachers, 1988 to 1989 59
XLIII. Attrition of Special Education Teachers, 1986 to 1989 61
XLIV. Attrition of Student Services Personnel, 1986 to 1989 62
XLV. Attrition of Administrative and Supervisory Personnel, 1986 to 1989 63
XLVI. 1989 Systems Ranked by Personnel Turnover 64
XLVII. Summary of Major Certification Fields 66
XLVIII. Performance-Based and Life Certificates 66
XLIX. Total Work Force by Certificate Type 85
L. Total Work Force by Certificate Title 85
LI. Performance-Based Certificates by Type 87
LII. Life Certificates by Type 88
LIII. Teaching Certificates 89
LIV. Service Certificates 91
LV. Leadership Certificates 93
LVI. Life Certificates 95
LVII. Regional Comparisons, 1989 97
LVIII. Personnel Classification by Gender, North Region 102
LIX. Personnel Classification by Gender, North Central Region 103
LX. Personnel Classification by Gender, Central Region 104
LXI. Personnel Classification by Gender, Southwest Region 105
LXII. Personnel Classification by Gender, Southeast Region 106
LXIII. Range Distribution of Age, North Region 107
LXIV. Range Distribution of Age, North Central Region .. 108
LXV. Range Distribution of Age, Central Region 109
LXVI. Range Distribution of Age, Southwest Region 110
LXVII. Range Distribution of Age, Southeast Region 111
LXVIII. Range Distribution of State Experience, North Region 112
LXIX. Range Distribution of State Experience, North Central Region 113
LXX. Range Distribution of State Experience, Central Region 114
LXXI. Range Distribution of State Experience, Southwest Region 115
LXXII. Range Distribution of State Experience, Southeast Region 116
LXXIII. Regional Work Force Summary by Gender and Age 117
LXXIV. Age by Region 117
LXXV. Experience by Region 118
LXXVI. New Personnel by Region 118
LXXVII. Attrition by Region, 1986 to 1989 119
LXXVIII. Regional Certificate Distribution 120
LXXIX. Life Certificates by Region 122

CHAPTER I: SCHOOL ENROLLMENT

- Georgia's total public school enrollment is nearly 1.2 million and growing at the rate of 1.5 percent each year. Twenty-two percent of these students are located in four metropolitan Atlanta school systems--Atlanta City, Cobb County, DeKalb County, and Gwinnett County--which are among the 55 largest school districts in the United States.

- Elementary enrollment presently is providing most of this growth, 2.8 percent each year.

- Secondary enrollment is presently declining at 1 percent each year, but the decline will soon reverse dramatically as current elementary students reach high school.

Table I

Public School Enrollment

	Pupil Count K-7	Pupil Count 8-12	Total Pupil Count	Teacher Count	Teacher/ Pupil Ratio
1985-86	707,314	415,857	1,123,171	60,666	18.5
1986-87	727,723	416,156	1,143,879	60,423	18.9
1987-88	750,362	410,139	1,160,501	62,825	18.5
1988-89	769,350	404,768	1,174,118	64,967	18.1

Forecast: Although the recent downward trend in secondary school enrollment in Georgia reflects a similar national trend, the situation is expected to reverse during the next five years. In 1990, secondary enrollment is expected to begin a steady climb which will continue through 1997. In addition, the "baby boom echo" that caused elementary school enrollment to rise in 1985 is projected to continue rising through the mid-1990s. Between 1988 and 1993, Georgia's elementary enrollment is expected to increase 12 percent; secondary enrollment is expected to increase 7.5 percent (NCES, 1989, 1988).

CHAPTER II: PERSONNEL

Demand

- In 1988-89, there were nearly 75,000 certified personnel in the total public school work force. The work force has increased over 3 percent annually since 1985-86.

- The proportions of personnel have held steady since 1985-86: Classroom Teachers, 87%; Student Services Personnel, 3%; Administrative/Supervisory Personnel, 10%.

- The elementary teaching work force in Georgia has averaged an annual growth rate of 5.6 percent during the last four years. Secondary teachers declined in number at an average annual rate of 1 percent; however, this trend likely will reverse as the demand for secondary teachers increases.

- Georgia employs an average of 7,600 additional personnel each year to accommodate attrition, enrollment growth, and policy changes. In 1988-89, the majority of these additional personnel were classroom teachers--94 percent.

.....

Georgia schools need to recruit nearly 20 teachers each day in order to meet current levels of demand.

.....

- About 43 percent of all classroom teachers hired each year have had prior experience in Georgia schools, while 57 percent have had no Georgia teaching experience. In a typical year, Georgia hires over 4,000 teachers with no prior State experience.

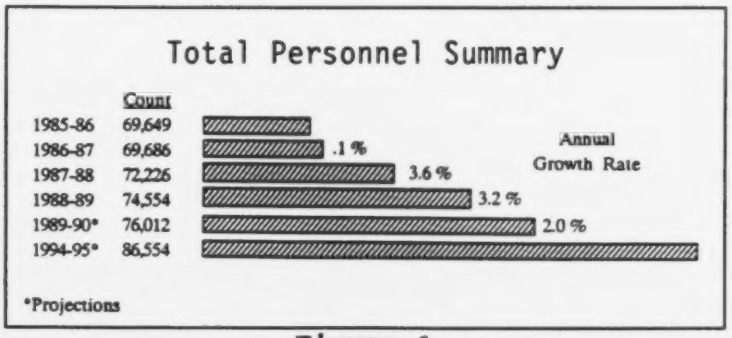

Figure 1

Trends: Through 1995, national teacher demand is expected to surge more than 24 percent, and most of this increase in hiring--almost 57 percent--will be at the secondary level, as the large numbers of elementary and middle school students move through the educational system. Nationally, total personnel growth at the elementary level increased between 1988 and 1989 but is expected to stabilize through 1997 (NCES, 1989). Within the last four years in Georgia, the largest numbers of teachers were hired to teach in the elementary grades, where enrollments also have increased the most and as a response to various new policies such as the statewide implementation of full-day kindergarten and decreases in pupil-teacher ratios. In sharp contrast, the numbers of secondary teachers hired each year in Georgia have steadily declined; however, the expected enrollment surge at the secondary level is likely to present significant hiring challenges in the near future.

Supply

- Yearly graduates of Georgia teacher education programs who choose to teach do not satisfy even half of the demand for certified personnel.
- In 1988, 1,720 education bachelor's degrees were awarded by Georgia public colleges and universities. In addition, private colleges confer approximately 600 bachelor's degrees in education each year.
- In Georgia, almost 42 percent of annual hiring comes from the reserve pool (qualified but not employed); elementary teachers, 47 percent, secondary teachers, 17 percent. Nationally, over 50 percent of annual hiring comes from the reserve pool.

Table II

Hiring Summary

	Replacement for Attrition	Growth Requirement	Total Hires
1986-87	5,468	37	5,505
1987-88	4,959	2,540	7,499
1988-89	5,338	2,328	7,666

	Hires from the Experienced Pool	Hires with No Ga. Experience	Total Hires
1986-87	1,673	3,832	5,505
1987-88	3,190	4,309	7,499
1988-89	3,183	4,483	7,666

Summary of Hires with No Georgia Experience

	Classroom Teachers	Student Services	Administrators	Total
1986-87	3,742	33	57	3,832
1987-88	4,216	46	47	4,309
1988-89	4,388	56	39	4,483

- The majority of leadership personnel are hired from within Georgia. Ninety-one percent of all administrators hired in 1989 had prior State experience. Specifically, 97 percent of all principals and assistant principals hired in 1989 had previous Georgia experience.

- In 1989, over 1,800 personnel held leadership certificates but were not employed as administrators. This certified pool is equally divided between men and women, but it is not evenly distributed geographically.

Reserve Leadership Pool

Dark areas are systems with 10 or more in the leadership pool; these areas are concentrated near Georgia's larger cities.

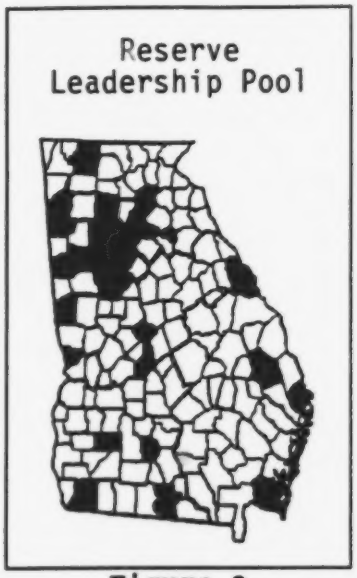

Figure 2

Trends: The largest supply of teachers is in the elementary grades, where reserve pool hiring remains strong and new teacher education graduates continue to replenish the teaching ranks. In response to declining demand, the supply of secondary teachers has diminished. However, in 1990, when high school enrollments begin to increase in Georgia, the demand for secondary teachers will grow. Since the reserve pool hiring is low for secondary teachers, college education programs and alternate certification routes will be the main sources of supply to meet the secondary demand.

Table III

Georgia Public School Personnel

	1985-86	1986-87	1987-88	1988-89
TEACHERS				
Kindergarten	3,768	4,040	4,266	4,276
Elementary Instructional Specialists	1,492	1,880	2,409	2,911
Elementary	26,563	29,157	28,761	30,490
* Secondary	16,722	15,031	15,379	15,336
** Vocational	4,274	2,967	4,318	4,088
Special Education	7,847	7,348	7,692	7,866
Subtotals:	60,666	60,423	62,825	64,967
STUDENT SERVICES				
Elementary Counselors	262	287	356	487
Secondary Counselors	1,004	1,009	1,006	929
School Psychologists	168	182	196	231
School Psychometrists	211	185	183	183
Visiting Teachers	203	199	199	230
Other Student Services Personnel	151	148	148	162
Subtotals:	1,999	2,010	2,088	2,222
ADMINISTRATIVE/SUPERVISORY				
Principals	1,779	1,770	1,752	1,721
Assistant Principals	1,022	1,209	1,365	1,432
Librarians	1,883	1,924	1,923	1,913
Curriculum Specialists	206	198	220	214
Directors of Curriculum/Instruction	358	330	312	302
Community School Coordinator	24	23	25	23
Plant/Maintenance	21	29	29	27
Transportation	30	33	35	32
Food Service Administrator	122	134	147	156
Instructional Supervisor	291	365	354	379
Finance and Business	41	43	49	43
Planning and Evaluation	45	53	50	53
Directors, Community School Programs	6	7	9	11
Dep,Assoc,Asst,Area Superintendents	104	126	135	151
Special Education Directors	159	151	159	155
Special Education Consultants	122	116	114	104
Kindergarten Directors	5	5	4	3
Kindergarten Consultants	2	0	0	0
Other Certified Personnel	517	516	409	444
Subtotals:	6,737	7,032	7,091	7,163
SUPERINTENDENTS	187	186	186	186
RESA DIRECTORS	16	16	16	16
MISSING (Prof Code)	44	19	20	0
WORK FORCE TOTAL	69,649	69,686	72,226	74,554

* From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

** In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

Table IV

Personnel Summary
(Growth)

	1985-86	1986-87	1987-88	1988-89
Work Force				
Total Work Force	69,649	69,686	72,226	74,554
Prior Year		69,649	69,686	72,226
Growth		37	2,540	2,328
* Replacement Need		5,468	4,959	5,338
Total Hires		5,505	7,499	7,666
Hires with 0 Ga. Experience		3,832	4,309	4,483
Hires with Ga. Experience		1,673	3,190	3,183
Kindergarten				
Total Kindergarten	3,768	4,060	4,266	4,276
Prior Year		3,768	4,060	4,266
Growth		292	206	10
* Replacement Need		214	239	287
Total Hires		506	445	297
Hires with 0 Ga. Experience		275	302	265
Hires with Ga. Experience		231	143	32
+ Elementary				
Total Elementary	28,055	31,037	31,170	33,401
Prior Year		28,055	31,037	31,170
Growth		2,982	133	2,231
* Replacement Need		2,015	2,251	2,257
Total Hires		4,997	2,384	4,488
Hires with 0 Ga. Experience		2,684	2,157	2,388
Hires with Ga. Experience		2,313	227	2,100
+ Secondary				
Total Secondary	16,722	15,031	15,379	15,336
Prior Year		16,722	15,031	15,379
Growth		(1,691)	348	(43)
* Replacement Need		1,436	1,003	1,271
Total Hires		(255)	1,351	1,228
Hires with 0 Ga. Experience		373	1,048	1,017
Hires with Ga. Experience		(628)	303	211
Special Education				
Total Special Education	7,847	7,348	7,692	7,866
Prior Year		7,847	7,348	7,692
Growth		(499)	344	174
* Replacement Need		857	614	668
Total Hires		358	958	842
Hires with 0 Ga. Experience		343	530	567
Hires with Ga. Experience		15	428	275

* Due to prior attrition
+ In 1986-87, DOE procedures obscured elementary and secondary codes.

Table IV, continued

Personnel Summary (Growth)

+ Vocational Education	1985-86	1986-87	1987-88	1988-89
Total Vocational Education	4,274	2,967	4,318	4,088
Prior Year		4,274	2,967	4,318
Growth		(1,307)	1,351	(230)
* Replacement Need		379	302	327
Total Hires		(928)	1,653	97
Hires with 0 Ga. Experience		67	179	151
Hires with Ga. Experience		(995)	1,474	(54)
Student Services				
Total Student Services	1,999	2,010	2,088	2,222
Prior Year		1,999	2,010	2,088
Growth		11	78	134
* Replacement Need		141	129	117
Total Hires		152	207	251
Hires with 0 Ga. Experience		33	46	56
Hires with Ga. Experience		119	161	195
Principals				
Total Principals	1,779	1,770	1,752	1,721
Prior Year		1,779	1,770	1,752
Growth		(9)	(18)	(31)
* Replacement Need		112	99	95
Total Hires		103	81	64
Hires with 0 Ga. Experience		6	2	3
Hires with Ga. Experience		97	79	61
Assistant Principals				
Total Assistant Principals	1,022	1,209	1,365	1,432
Prior Year		1,022	1,209	1,365
Growth		187	156	67
* Replacement Need		49	44	39
Total Hires		236	200	106
Hires with 0 Ga. Experience		4	3	3
Hires with Ga. Experience		232	197	103
Librarian/Media Specialist				
Total Librarians/Media Spec.	1,883	1,924	1,923	1,913
Prior Year		1,883	1,924	1,923
Growth		41	(1)	(10)
* Replacement Need		115	126	115
Total Hires		156	125	105
Hires with 0 Ga. Experience		18	23	17
Hires with Ga. Experience		138	102	88

* Due to prior attrition

+ In 1986-87, DOE procedures obscured vocational codes.

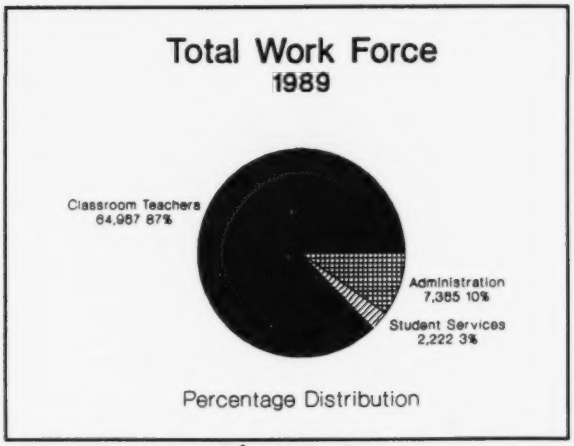

Figure 3

[Note: Administration includes administrative/supervisory personnel, superintendents, and RESA directors.]

Table V

Georgia Public School Personnel Distribution

	1985-86	%	1986-87	%	1987-88	%	1988-89	%
TEACHERS								
* Kind/Elem/Elem Specialists	31,823	46%	35,077	50%	35,436	49%	37,677	51%
** Secondary/Vocational	20,996	30%	17,998	26%	19,697	27%	19,424	26%
Special Education	7,847	11%	7,348	11%	7,692	11%	7,866	11%
Subtotals:	60,666	87%	60,423	87%	62,825	87%	64,967	87%
STUDENT SERVICES	1,999	3%	2,010	3%	2,088	3%	2,222	3%
ADMINISTRATIVE/SUPERVISORY								
Principals/Asst. Principals	2,801	4%	2,979	4%	3,117	4%	3,153	4%
Other	3,936	6%	4,053	6%	3,974	6%	4,010	5%
Subtotals:	6,737	10%	7,032	10%	7,091	10%	7,163	10%
SUPERINTENDENTS	187	0%	186	0%	186	0%	186	0%
RESA DIRECTORS	16	0%	16	0%	16	0%	16	0%
MISSING (Prof Code)	44	0%	19	0%	20	0%	0	0%
WORK FORCE TOTAL	69,649	100%	69,686	100%	72,226	100%	74,554	100%

* From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

** In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

Percentages do not always sum to 100 due to rounding.

New Personnel

An important and useful measure of personnel needs is a careful analysis of the profile characteristics of new hires on an annual basis. In addition, many state studies stress that newly trained in-state teachers remain the best long-term solution to existing teacher shortages, as it is the only source which will continue to replenish the pool of experienced teachers in the future. However, because a certain percentage of newly trained teachers choose not to teach for a variety of reasons or cannot secure a position in their area of preparation, this number alone cannot serve as an indicator of available supply.

As stated earlier, all new entrants to the Georgia public school work force begin at the "zero" years State experience level, regardless of prior school experience in another state. Newly hired teachers come from a variety of sources: experienced teachers on leave last year or recalled from layoffs; experienced teachers out of teaching for longer periods; substitute teachers; in-migrants; new graduates of teacher training programs; other new graduates who obtain certification; and persons hired on emergency certificates (NAS, 1988).

The number of new personnel hired each year in the Georgia public schools has remained relatively steady since 1985-86 and constitutes between 5.5 and 6 percent of the total work force--from 4,054 in 1985-86 to 4,483 in 1988-89.

Not surprisingly, female classroom teachers comprise the majority of new personnel, and their numbers are increasing. In 1988-89, 4,388 new teachers entered Georgia classrooms. Of these, 83 percent were women, an increase of 1 percent from the previous three years and exceeding by 1 percent the number of women classroom teachers overall. This appears representative of the national picture as well. According to the latest NCES study, a greater percentage of new teachers are women than the overall proportion of women teachers. National surveys conducted in 1986 indicate that 71 percent of teachers with less than five years teaching experience are women compared with 70 percent of all teachers and 59 percent of those with 25 or more years of teaching experience (Feistritzer, 1986).

The largest numbers of teachers were hired to teach in Georgia's elementary grades, where enrollments have increased the most during the four years and as a response to various new policies enacted through the Quality Basic Education Act, such as the statewide implementation of full-day kindergarten and decreases in pupil-teacher ratios. In 1985-86, 2,002 new kindergarten and elementary teachers (including instructional specialists) joined the Georgia work force; an additional 2,959 were hired in 1986-87, 2,459 in 1987-88, and 2,653 in 1988-89. In sharp contrast, the numbers of new secondary teachers hired each year have steadily declined.

Nationally, new hiring of public elementary school teachers also increased between 1988 and 1989 but is expected to stabilize somewhat through 1997. Total demand for new hiring is expected to swell more than 24 percent by 1995, when it will peak. However, projected annual demand for secondary teachers is expected to increase rapidly--almost 57 percent--from 1988 until 1995 before declining (NCES, 1989).

Incidentally, although the number of new male kindergarten teachers has totaled either 4 or 5 for each of the first three years of tracking, in 1988-89, no new male kindergarten teachers were hired in the Georgia public schools, and the number of new male teachers at the elementary and secondary levels continues to drop--a clear statement that the dearth of male teachers as role models in the schools, especially in the elementary grades, is not abating.

Following a national trend, the mean age of new personnel in the Georgia public schools for all four years is nearly 30 (29.6). Both nationally and in Georgia, an increasing number of new entrants to the profession are somewhat older than the traditional 21-25 year age group (recent college graduates) who entered teaching in years past. The numbers of new personnel to Georgia from out-of-state who must begin at the "zero" experience level contribute to this advanced mean age. In addition, 1988-89 brought a slight increase in the number of new personnel between the ages of 41 and 50--adults either returning to the profession after many years but new to Georgia or those who have chosen teaching as an alternate career.

The majority of certificates issued to new personnel are nonrenewable professional certificates; this number increased by 1,406 during the four-year period (68 percent of new certificates in 1988-89), due to a policy in effect since July 1, 1986. That policy stipulates that only nonrenewable professional certificates will be issued to persons who meet all initial certification requirements but lack any of the Georgia special requirements (the teacher certification tests or special Georgia course work) and/or the teacher performance assessment. In accordance with this increase of nonrenewable professional certificates, regular T-series certificates have decreased as they continue to be phased out.

New personnel with provisional certificates have completed content requirements but must still complete professional education requirements. From 1985-86 to 1986-87, the number of provisional certificates dropped nearly 50 percent due to the activation of the July 1, 1986, policy noted above; these certificates were converted to nonrenewable professional. However, the last three years of tracking show a small but steady increase in new personnel with provisional certification, possibly in response to both subject area need and to newly introduced "alternate certification routes" in critical field areas.

Since September 1, 1985, performance-based certificates have been issued to professionally prepared school personnel who have completed all special Georgia requirements, including all assessments. All applicants seeking initial professional certification must fulfill requirements for this certificate (with limited exemptions). During the first three years of tracking, the numbers of "zero" experience personnel who also earned performance-based certification remained relatively steady (between 7 and 10 percent); however, in 1988-89, this number dropped dramatically to only 38, less than 1 percent. Further study may be warranted to discern possible reasons for this change.

Slight upturns in "zero" experience personnel with emergency certificates and certificates in the "other" category during the last two years of tracking can be noted, another possible reflection of the combined effects of the new State Board of Education policy allowing for special certification in the critical shortage fields of science, mathematics, foreign languages, and certain highly specialized fields of special education and localized shortages in general. This also may explain, at least in part, the relatively large increases in probationary certificates, which allow a certificate holder to perform duties in an additional field while working toward full certification in that field, i.e., not all professional requirements for the teaching field have been met. The number of "zero" experience personnel without a formal certificate designation ("NCER") has steadily decreased from 19 percent in 1985-86 to 9 percent in 1988-89.

Table VI

New Personnel Classification by Gender
(0 Years Georgia Experience)

	1985-86				1986-87				1987-88				1988-89			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS																
Kindergarten	16	5	416	437	0	4	271	275	0	5	297	302	0	0	265	265
Elem. Inst. Spec.	3	32	57	92	0	47	123	170	0	76	141	217	0	100	166	266
Elementary	82	81	1,310	1,473	0	401	2,113	2,514	0	190	1,750	1,940	0	178	1,944	2,122
*Secondary	89	339	665	1,093	0	125	248	373	0	372	676	1,048	1	351	665	1,017
**Vocational	37	108	128	273	0	43	24	67	0	83	96	179	0	66	85	151
Special Education	46	59	444	549	0	25	318	343	0	47	483	530	0	60	507	567
	273	624	3,020	3,917	0	645	3,097	3,742	0	773	3,443	4,216	1	755	3,632	4,388
STUDENT SERVICES																
Elem. Counselors	0	1	3	4	0	1	2	3	0	0	7	7	0	0	12	12
Sec. Counselors	0	2	5	7	0	4	3	7	0	2	8	10	0	2	7	9
School Psychol.	1	1	2	4	0	2	2	4	0	1	6	7	0	2	7	9
School Psychom.	2	2	10	14	0	1	5	6	0	1	9	10	0	1	6	7
Visit. Teachers	1	2	0	3	0	1	4	5	0	0	7	7	0	3	9	12
Other Stud. Srvcs.	1	2	10	13	0	3	5	8	0	3	2	5	0	4	3	7
	5	10	30	45	0	12	21	33	0	7	39	46	0	12	44	56
ADMIN./SUPERVISORY																
Principals	2	3	3	8	0	1	5	6	0	1	1	2	0	1	2	3
Asst. Principals	1	1	1	3	0	3	1	4	0	2	1	3	0	0	3	3
Librarians	3	2	23	28	0	0	18	18	0	1	22	23	0	2	15	17
Curriculum Spec.	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	2
Dir. Curric./Inst.	0	1	1	2	0	1	0	1	0	1	2	3	0	0	0	0
Comm. Schl. Coord.	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Plant/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transp. Pers.	0	2	0	2	0	1	0	1	0	1	0	1	0	1	0	1
Food Srvc. Admin.	3	1	10	14	0	1	9	10	0	1	8	9	0	2	5	7
Inst. Supervisor	0	2	5	7	0	0	3	3	0	0	1	1	0	0	1	1
Finance/Business	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Planning/Eval.	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Dir. Comm. Schl.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	2	0	2	0	4	0	4	0	0	0	0	0	2	0	2
Spec. Ed. Dir.	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Spec. Ed. Consult.	0	0	1	1	0	0	2	2	0	0	2	2	0	0	0	0
Kindergarten Dir.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kindergarten Cons.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	4	2	6	0	4	2	6	0	0	1	1	0	0	1	1
	9	20	48	77	0	16	40	56	0	8	38	46	0	8	29	37
SUPERINTENDENTS	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MISSING (Prof Code)	10	3	1	14	0	0	0	0	0	0	0	0	0	0	0	0
WORK FORCE TOTAL	297	658	3,099	4,054	0	674	3,158	3,832	0	789	3,520	4,309	1	777	3,705	4,483
Percentages		18%	82%			18%	82%			18%	82%			17%	83%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipine codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

Table VII

Range Distribution of New Personnel by Age (0 Years Georgia Experience)

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	1	0.0%	0	0.0%	0	0.0%
21-25	1,628	43.4%	1,648	43.1%	1,794	41.7%	1,903	43.2%
26-30	836	22.3%	937	24.5%	1,078	25.0%	1,044	23.7%
31-35	494	13.2%	499	13.0%	532	12.4%	547	12.4%
36-40	420	11.2%	395	10.3%	483	11.2%	463	10.5%
41-45	201	5.4%	185	4.8%	256	5.9%	288	6.5%
46-50	112	3.0%	85	2.2%	88	2.0%	105	2.4%
51-55	30	0.8%	48	1.3%	40	0.9%	28	0.6%
56-60	20	0.5%	21	0.5%	19	0.4%	14	0.3%
61-65	7	0.2%	5	0.1%	8	0.2%	4	0.1%
66+	6	0.2%	1	0.0%	6	0.1%	6	0.1%
	3,754	100.0%	3,825	100.0%	4,304	100.0%	4,402	100.0%
Missing (Age)	300		7		5		81	
Total:	4,054		3,832		4,309		4,483	
Mean Age:	29.7		29.4		29.6		29.5	

Percentages do not always sum to 100 due to rounding.

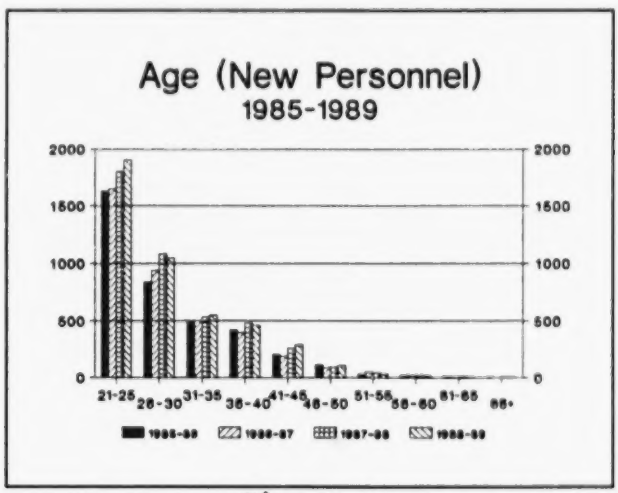

Figure 4

Table VIII

New Personnel Classification by Age
(0 Years Georgia Experience)

	1985-86		1986-87		1987-88		1988-89	
	Age Reported	Mean Age	Age Reported	Mean Age	Age Reported	Mean Age	Age Reported	Mean Age
Kindergarten	421	28.47	275	29.13	302	28.59	265	28.11
Elementary	1,390	29.21	2,512	28.91	1,937	29.31	2,089	29.17
Instructional Specialists	89	28.07	169	28.21	217	28.25	266	28.50
Secondary	1,002	29.38	372	29.88	1,048	29.88	994	29.97
Vocational	236	31.84	64	41.83	179	31.28	150	29.75
Special Education	503	30.17	343	29.07	529	29.63	551	29.89
Student Services	40	31.68	33	33.97	46	34.91	52	35.13
Administrative & Supervisory	67	39.60	56	39.63	46	39.43	34	40.15
Superintendents	1	55.00	1	43.00	0		1	58.00
RESA Directors	0		0		0		0	
	3,749		3,825		4,304		4,402	
* Missing Cases	305		7		5		81	
Total:	4,054	29.72	3,832	29.42	4,309	29.63	4,483	29.52

* In 1985-86, the 305 missing cases consisted of 292 age, 5 prof code, and 8 age and prof code cases. In 1986-87, 1987-88, and 1988-89, missing cases indicated age only.

Table IX

New Personnel Certificate Distribution
(0 Years Georgia Experience)

	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Missing Cases	Total
1985-86	282	294	10	1,639	694	346	32	749	0	2	6	4,054
	7.0%	7.3%	0.2%	40.4%	17.1%	8.5%	0.8%	18.5%	0.0%	0.0%		100%
1986-87	220	379	10	2,286	374	226	5	332	0	0	0	3,832
	5.7%	9.9%	0.3%	59.7%	9.8%	5.9%	0.1%	8.7%	0.0%	0.0%		100%
1987-88	147	331	2	2,624	406	314	21	461	3	0	0	4,309
	3.4%	7.7%	0.0%	60.9%	9.4%	7.3%	0.5%	10.7%	0.1%	0.0%		100%
1988-89	133	38	1	3,045	442	345	40	382	57	0	0	4,483
	3.0%	0.8%	0.0%	67.9%	9.9%	7.7%	0.9%	8.5%	1.3%	0.0%		100%

Percentages do not always sum to 100 due to rounding.

Table X

Top 30 Systems Ranked by Mean Percentage of New Personnel (0 Years Georgia Experience)

		1985-86			1986-87			1987-88			1988-89			
Code	System	Total	New	%	Total	New	%	Total	New	%	Total	New	%	Mean %
670	Hancock	131	23	17.6%	127	23	18.1%	129	8	6.2%	125	24	19.2%	15.2%
689	Liberty	372	58	15.6%	369	49	13.3%	390	53	13.6%	431	70	16.2%	14.7%
720	Randolph	127	19	15.0%	118	10	8.5%	116	16	13.8%	125	20	16.0%	13.4%
731	Taliaferro	17	5	29.4%	14	1	7.1%	13	2	15.4%	16	0	0.0%	13.3%
678	Jackson	183	17	9.3%	205	31	15.1%	226	27	11.9%	240	24	10.0%	11.6%
651	Effingham	299	41	13.7%	309	36	11.7%	321	41	12.8%	341	27	7.9%	11.4%
609	Ben Hill	67	11	16.4%	71	6	8.5%	79	7	8.9%	84	9	10.7%	11.0%
686	Lanier	84	6	7.1%	83	10	12.0%	80	8	10.0%	83	12	14.5%	10.9%
630	Clay	29	1	3.4%	31	2	6.5%	30	4	13.3%	34	6	17.6%	10.5%
786	Social Circle City	73	13	17.8%	70	6	8.6%	72	4	5.6%	72	7	9.7%	10.5%
778	Hogansville City	60	9	15.0%	56	4	7.1%	55	3	5.5%	52	7	13.5%	10.3%
620	Camden	230	25	10.9%	267	25	9.4%	290	21	7.2%	327	42	12.8%	10.1%
732	Tattnall	196	21	10.7%	213	22	10.3%	214	16	7.5%	215	26	12.1%	10.1%
624	Charlton	117	9	7.7%	112	14	12.5%	116	13	11.2%	112	10	8.9%	10.1%
650	Echols	40	4	10.0%	38	4	10.5%	41	5	12.2%	41	3	7.3%	10.0%
681	Jefferson	228	21	9.2%	211	14	6.6%	215	24	11.2%	226	28	12.4%	9.9%
642	Dawson	106	17	16.0%	105	11	10.5%	111	3	2.7%	126	13	10.3%	9.8%
698	McIntosh	130	14	10.8%	120	4	3.3%	122	13	10.7%	125	17	13.6%	9.7%
691	Long	61	6	9.8%	62	6	9.7%	64	7	10.9%	64	5	7.8%	9.6%
662	Glascock	42	4	9.5%	39	4	10.3%	36	3	8.3%	34	3	8.8%	9.3%
729	Sumter	118	2	1.7%	123	9	7.3%	133	16	12.0%	141	20	14.2%	9.1%
654	Evans	119	15	12.6%	119	11	9.2%	119	9	7.6%	122	8	6.6%	9.0%
779	Jefferson City	96	13	13.5%	84	11	13.1%	82	2	2.4%	70	3	4.3%	8.7%
723	Schley	29	2	6.9%	31	2	6.5%	33	5	15.2%	33	2	6.1%	8.7%
615	Bryan	171	17	9.9%	181	15	8.3%	194	19	9.8%	202	13	6.4%	8.6%
683	Johnson	105	9	8.6%	106	5	4.7%	107	14	13.1%	107	8	7.5%	8.5%
718	Quitman	19	1	5.3%	17	2	11.8%	18	2	11.1%	19	1	5.3%	8.2%
613	Brantley	144	13	9.0%	149	12	8.1%	151	14	9.3%	153	10	6.5%	8.2%
721	Richmond	1,972	161	8.2%	2,035	178	8.7%	2,129	164	7.7%	2,186	166	7.6%	8.0%
682	Jenkins	121	5	4.1%	123	11	8.9%	126	12	9.5%	130	12	9.2%	8.0%

CHAPTER III: GENDER

- Women compose 80 percent of Georgia's total public school personnel.

- In Georgia, 82 percent of all classroom teachers are women, compared to the national average of 71 percent. The average for all Southeastern states is 79 percent.

- Of the new classroom teachers hired in 1989, 83 percent were women.

- Georgia's elementary teachers are 93 percent women.

- Georgia's secondary teachers are 64 percent women. Nationally, secondary teachers are 53 percent women.

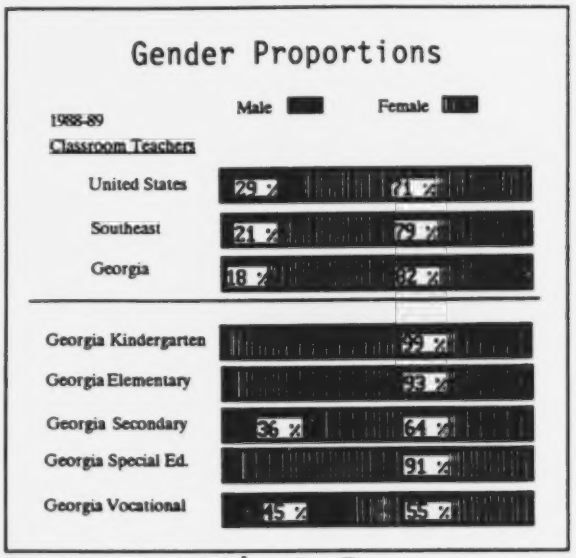

Figure 5

- Approximately 90 percent of Georgia's secondary principals are men; 64 percent of the elementary and middle school principals are men. Georgia school superintendents are 94 percent men.

- High school assistant principals in Georgia are 65 percent men, while elementary and middle school assistant principals are 34 percent men.

.....

The gender proportions of Georgia's classroom teachers are weighted toward women, but the gender proportions of principals, assistant principals, and school superintendents are weighted toward men.

.....

Total Work Force: Women continue to dominate the ranks of the public school work force in Georgia. Most are classroom teachers--82 percent in Georgia as compared to 71 percent nationally and 79 percent in the Southeast. Not surprisingly, women classroom teachers comprise the majority of new personnel as well, and their numbers are increasing. In 1988-89, nearly 4,400 new teachers entered Georgia classrooms; of these, 83 percent were women, an increase of 1 percent from the previous three years and exceeding by 1 percent the number of women classroom teachers overall. This appears representative of the national picture--according to the latest NCES study, a greater proportion of new teachers is women than the overall proportion of women teachers (NCES, 1986).

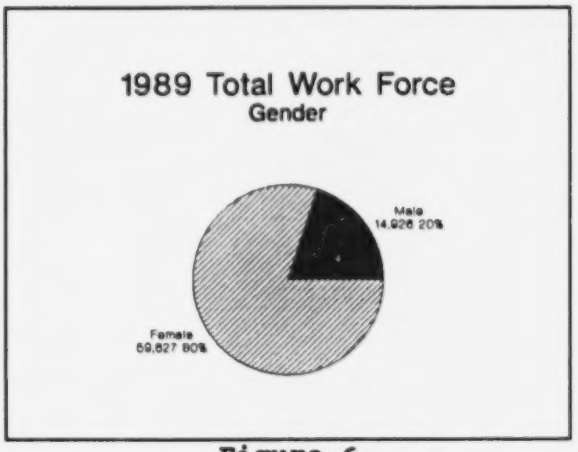

Figure 6

In Georgia this female-dominance is echoed in the proportions of new education graduates as well; in 1988, women earned over 80 percent of all education baccalaureate and master's degrees and 62 percent of all education doctorates awarded by Georgia's public colleges and universities. However, since 1979, the number of education master's degrees (1,118) earned by women has fallen by 44.5 percent (University System of Georgia, April, 1989).

Classroom Teachers: In Georgia, 99 percent of kindergarten teachers are women. Elementary teachers also are overwhelmingly women--93 percent, and women special education teachers have increased from 89 percent to 91 percent since 1985-86. Nationally, the proportion of male/female secondary school teachers is relatively equal at 47 percent men/53 percent women; however, in Georgia, 64 percent of our secondary teachers are women. Men remain underrepresented in the teaching force in Georgia, especially in the elementary schools.

Administration: These data suggest that the increasingly female-dominated teaching force may have influenced the administrator selection pool accordingly. Women principals and assistant principals have increased substantially since 1985-86. Women principals have increased by 8 percent (116 positions) during the four-year period, from 428 in 1985-86 to 544 in 1988-89. Women assistant principals have increased by 12 percent (324 positions), from 365 positions in 1985-86 to 689 in 1988-89. In spite of these gains, however, women remain underrepresented as school leaders in relation to their numbers in the work force.

Table XI

Personnel Classification by Gender

	1985-86				1986-87				1987-88				1988-89			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS																
Kindergarten	16	42	3,710	3,768	0	59	3,981	4,040	0	55	4,211	4,266	0	31	4,245	4,276
Elem. Inst. Spec.	3	472	1,017	1,492	0	626	1,254	1,880	0	835	1,574	2,409	0	1,044	1,867	2,911
Elementary	82	1,679	24,802	26,563	0	2,462	26,695	29,157	0	1,990	26,771	28,761	0	2,214	28,276	30,490
*Secondary	89	6,173	10,460	16,722	0	5,598	9,433	15,031	0	5,565	9,814	15,379	1	5,573	9,762	15,336
**Vocational	37	1,877	2,360	4,274	0	1,328	1,639	2,967	0	1,928	2,390	4,318	0	1,826	2,262	4,088
Special Education	46	793	7,008	7,847	0	763	6,585	7,348	0	756	6,936	7,692	0	717	7,149	7,866
	273	11,036	49,357	60,666	0	10,836	49,587	60,423	0	11,129	51,696	62,825	1	11,405	53,561	64,967
STUDENT SERVICES																
Elem. Counselors	0	37	225	262	0	44	243	287	0	46	310	356	0	71	416	487
Sec. Counselors	0	283	721	1,004	0	272	737	1,009	0	266	740	1,006	0	248	681	929
School Psychol.	1	74	93	168	0	76	106	182	0	83	113	196	0	90	141	231
School Psychom.	2	58	151	211	0	49	136	185	0	46	137	183	0	45	138	183
Visit. Teachers	1	96	106	203	0	91	108	199	0	83	116	199	0	93	137	230
Other Stud. Srvcs.	1	41	109	151	0	40	108	148	0	47	101	148	0	46	116	162
	5	589	1,405	1,999	0	572	1,438	2,010	0	571	1,517	2,088	0	593	1,629	2,222
ADMIN./SUPERVISORY																
Principals	2	1,349	428	1,779	0	1,287	483	1,770	0	1,239	513	1,752	0	1,177	544	1,721
Asst. Principals	1	656	365	1,022	0	701	508	1,209	0	714	651	1,365	0	743	689	1,432
Librarians	3	72	1,808	1,883	0	90	1,834	1,924	0	87	1,836	1,923	0	74	1,839	1,913
Curriculum Spec.	0	42	164	206	0	36	162	198	0	41	179	220	0	41	173	214
Dir. Curric./Inst.	0	150	208	358	0	134	196	330	0	119	193	312	0	103	199	302
Comm. Schl. Coord.	0	13	11	24	0	13	10	23	0	13	12	25	0	13	10	23
Plant/Maintenance	0	19	2	21	0	28	1	29	0	28	1	29	0	26	1	27
Transp. Pers.	0	30	0	30	0	32	1	33	0	34	1	35	0	32	0	32
Food Srvc. Admin.	3	5	114	122	0	5	129	134	0	5	142	147	0	4	152	156
Inst. Supervisor	0	64	227	291	0	79	286	365	0	72	282	354	0	76	303	379
Finance/Business	0	34	7	41	0	31	12	43	0	33	16	49	0	31	12	43
Planning/Eval.	0	11	34	45	0	17	36	53	0	15	35	50	0	15	38	53
Dir. Comm. Schl.	0	5	1	6	0	7	0	7	0	9	0	9	0	9	2	11
Deputy/Area Super.	0	86	18	104	0	105	21	126	0	109	26	135	0	115	36	151
Spec. Ed. Dir.	0	52	107	159	0	42	109	151	0	41	118	159	0	36	119	155
Spec. Ed. Consult.	0	21	101	122	0	19	97	116	0	18	96	114	0	15	89	104
Kindergarten Dir.	0	1	4	5	0	0	5	5	0	0	4	4	0	0	3	3
Kindergarten Cons.	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	342	175	517	0	330	186	516	0	219	190	409	0	231	213	444
	9	2,952	3,776	6,737	0	2,956	4,076	7,032	0	2,796	4,295	7,091	0	2,741	4,422	7,163
SUPERINTENDENTS	0	173	14	187	0	172	14	186	0	169	17	186	0	175	11	186
RESA DIRECTORS	0	13	3	16	0	13	3	16	0	13	3	16	0	12	4	16
MISSING (Prof Code)	22	9	13	44	6	5	8	19	8	6	6	20	0	0	0	0
WORK FORCE TOTAL	309	14,772	54,568	69,649	6	14,554	55,126	69,686	8	14,684	57,534	72,226	1	14,926	59,627	74,554
Percentages		21%	79%			21%	79%			20%	80%			20%	80%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

Table XII

Teacher Classification by Gender

	1985-86						1986-87					
	Missing Gender	M	%	F	%	Total	Missing Gender	M	%	F	%	Total
TEACHERS												
Kindergarten	16	42	1%	3,710	99%	3,768	0	59	1%	3,981	99%	4,040
Elem. Inst. Specialists	3	472	32%	1,017	68%	1,492	0	626	33%	1,254	67%	1,880
Elementary	82	1,679	6%	24,802	93%	26,563	0	2,462	8%	26,695	92%	29,157
*Secondary	89	6,173	37%	10,460	63%	16,722	0	5,598	37%	9,433	63%	15,031
**Vocational	37	1,877	44%	2,360	55%	4,274	0	1,328	45%	1,639	55%	2,967
Special Education	46	793	10%	7,008	89%	7,847	0	763	10%	6,585	90%	7,348
Totals:	273	11,036	18%	49,357	81%	60,666	0	10,836	18%	49,587	82%	60,423

	1987-88						1988-89					
	Missing Gender	M	%	F	%	Total	Missing Gender	M	%	F	%	Total
TEACHERS												
Kindergarten	0	55	1%	4,211	99%	4,266	0	31	1%	4,245	99%	4,276
Elem. Inst. Specialists	0	835	35%	1,574	65%	2,409	0	1,044	36%	1,867	64%	2,911
Elementary	0	1,990	7%	26,771	93%	28,761	0	2,214	7%	28,276	93%	30,490
*Secondary	0	5,565	36%	9,814	64%	15,379	1	5,573	36%	9,762	64%	15,336
**Vocational	0	1,928	45%	2,390	55%	4,318	0	1,826	45%	2,262	55%	4,088
Special Education	0	756	10%	6,936	90%	7,692	0	717	9%	7,149	91%	7,866
Totals:	0	11,129	18%	51,696	82%	62,825	1	11,405	18%	53,561	82%	64,967

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

Percentages do not always sum to 100 due to rounding.

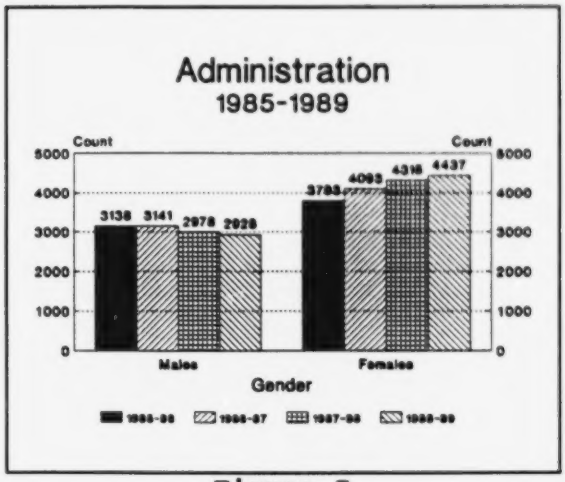

Figure 7

[Note: Administration includes administrative/supervisory personnel, superintendents, and RESA directors.]

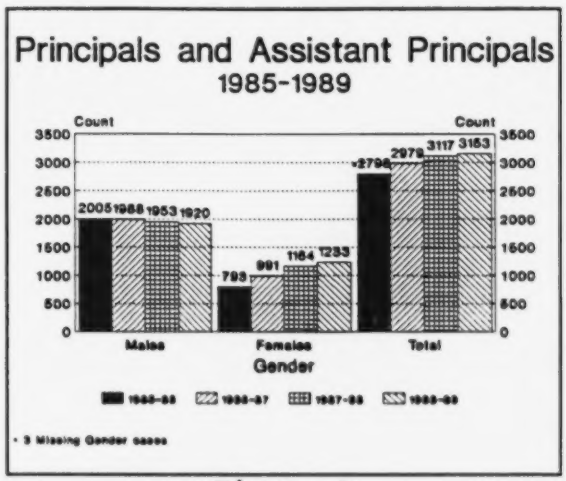

Figure 8

Table XIII

Principals/Assistant Principals by Gender

	1985-86		1986-87		1987-88		1988-89	
	Male	Female	Male	Female	Male	Female	Male	Female
Principals	1,349 (76%)	428 (24%)	1,287 (73%)	483 (27%)	1,239 (71%)	513 (29%)	1,177 (68%)	544 (32%)
Asst. Principals	656 (64%)	365 (36%)	701 (58%)	508 (42%)	714 (52%)	651 (48%)	743 (52%)	689 (48%)

CHAPTER IV: AGE AND STATE EXPERIENCE

- The mean overall age of public school personnel in Georgia has increased from 39.3 in 1986 to 40.1 in 1989.

- Men have a mean age approximately two years higher than the mean age for women: 42 for men and 40 for women.

- The mean age of newly hired teachers is typically 29.5 each year.

Table XIV

	Mean Age
1985-86	39.3
1986-87	39.6
1987-88	39.8
1988-89	40.1

- Georgia's younger teachers are decreasing in number; this is a result of fewer young teacher candidates and an increase in early attrition.

- Georgia educators have a mean State experience level of approximately 13 years. The mean experience level for classroom teachers is 12 years.

- Total work force numbers begin to decline at an accelerating pace after the 14 year State experience mark.

- Men have a higher State experience mean than do women--14.8 as compared to 12.3. This is caused by the high proportion of women classroom teachers who have not yet accumulated much State experience and by the high proportion of men in administrative positions who have reached high levels of State experience.

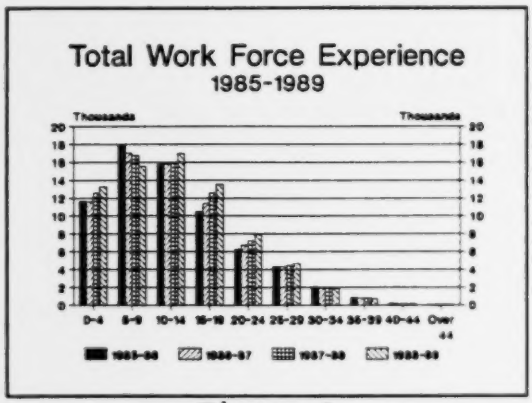

Figure 9

Trends: In the nation and in Georgia, the number of education graduates in the age bracket 21-25 has diminished in recent years. In Georgia, the effects of this trend can be seen in decreasing relative percentages of younger teachers. This decrease is occurring in every teacher classification except elementary instructional specialist. Over the past four years, for example, teachers in the age range of 21-35 in kindergarten and special education decreased by 9 percent, and younger secondary teachers decreased by 5 percent.

Nationally, as well as in Georgia, newly hired teachers are less likely to continue in the profession long enough to make a career of education.

.....

Of those teachers who entered the work force in Georgia in 1985-86, 35 percent left during their first four years.

.....

The total U.S. teacher work force has an experience distribution represented by a normal bell-shaped curve. In Georgia, teachers are clustered disproportionately toward the lower end of the experience spectrum. For example, 50 percent of the nation's public classroom teachers have 15 or fewer years experience as compared to 70 percent of Georgia teachers. The difference is most acute during the first five years of experience, which includes 10 percent of teachers nationally but 24 percent of teachers in Georgia (Carnegie, 1988; NEA, 1988).

.....

Most Georgia teachers do not stay in the work force long enough to retire at conventional service levels.

.....

Age

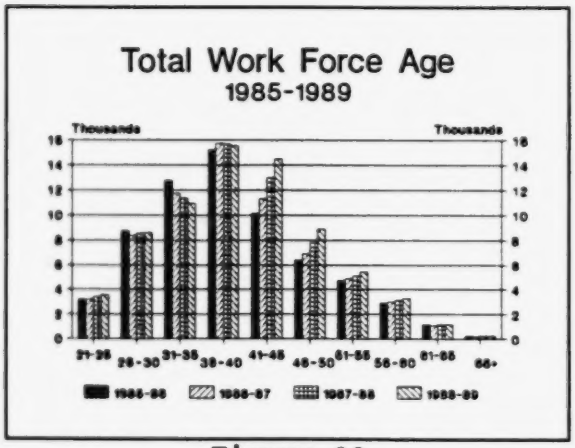

Figure 10

Total Work Force: The mean age of all Georgia public school personnel has increased steadily, from 39.3 in 1985-86 to 40.1 in 1988-89. The mean age of Georgia teachers was 39.2 in 1988-89; the mean age of administrators was 46.2. The mean age of all newly-hired teachers (0 years Georgia experience) was 29.5 during the last four years, a reflection of a similar national trend toward a much diminished 21-25 year-old segment of new college graduates and increased numbers of older students pursuing higher education in general.

Classroom Teachers: In Georgia, the effects of this trend can be seen in decreasing relative percentages of younger teachers (age 21-35). Since 1985-86, this group of younger teachers decreased from 42 percent of all teachers to 36 percent of all teachers.

.....

If this decline of younger teachers intensifies, the already unevenly distributed teacher work force may suffer an even greater supply threat, as increased numbers of older teachers retire without a substantial replenishment pool of younger "career" teachers to take their places.

.....

This decrease can be observed in varying degrees in every teacher classification except elementary instructional specialist--an indication that increasing numbers of older teachers are filling position vacancies. For example, younger teachers (age 21-35) at both the kindergarten and special education levels decreased 9 percent and younger secondary level teachers decreased 5 percent; the elementary level continues to replenish the supply of younger teachers, although a 1 percent decrease can be observed during the four years of tracking. However, younger teachers at the elementary instructional specialist level increased 7 percent.

Table XV

Percentage of Classification Teachers Age 21-35

	1985-86	1988-89
Kindergarten	52%	43%
Elem. Inst. Specialists	53%	60%
Elementary	36%	35%
Secondary	36%	31%
Vocational	30%	23%
Special Education	51%	42%

Gender: Men and women differ from each other in age by two years; in 1988-89, the mean age for men was 42; for women, 40. The substantially greater number of women in the total work force affects the overall mean age in keeping with that weight.

Systems: Individual systems vary considerably when all personnel are ranked by mean age; the top fifteen oldest systems in 1989 range from a mean age of 47 to 42 while the personnel in the fifteen youngest range from 36 to 38.

Table XVI

Range Distribution of Age

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	1	0.0%	0	0.0%
21-25	3,205	4.9%	3,196	4.8%	3,406	4.9%	3,577	5.0%
26-30	8,719	13.3%	8,364	12.6%	8,553	12.3%	8,598	11.9%
31-35	12,756	19.5%	11,736	17.7%	11,348	16.3%	10,928	15.2%
36-40	15,221	23.3%	15,714	23.7%	15,699	22.6%	15,554	21.6%
41-45	10,129	15.5%	11,285	17.0%	12,974	18.7%	14,468	20.1%
46-50	6,397	9.8%	6,904	10.4%	7,820	11.3%	8,874	12.3%
51-55	4,725	7.2%	4,856	7.3%	5,095	7.3%	5,427	7.5%
56-60	2,927	4.5%	3,007	4.5%	3,131	4.5%	3,265	4.5%
61-65	1,153	1.8%	1,105	1.7%	1,144	1.6%	1,185	1.6%
66+	230	0.4%	219	0.3%	236	0.3%	243	0.3%
	65,462	100.0%	66,386	100.0%	69,407	100.0%	72,119	100.0%
Missing (Age)	4,187		3,300		2,819		2,435	
Total:	69,649		69,686		72,226		74,554	

Percentages do not always sum to 100 due to rounding.

Table XVII

Personnel Classification by Age

	1985-86		1986-87		1987-88		1988-89	
	Count	Mean Age	Count	Mean Age	Count	Mean Age	Count	Mean Age
Kindergarten	3,708	36.17	3,996	36.75	4,239	36.98	4,266	37.48
Elementary	24,466	38.84	27,446	38.72	27,306	39.20	29,231	39.46
Instructional Specialists	1,409	36.03	1,797	35.97	2,315	36.11	2,812	36.39
Secondary	15,652	38.57	14,212	39.56	14,712	39.38	14,762	39.74
Vocational	3,989	40.73	2,789	41.48	4,132	41.44	3,923	41.83
Special Education	7,735	36.72	7,289	37.46	7,644	37.80	7,815	38.11
Student Services	1,830	43.40	1,867	43.72	1,965	44.07	2,120	44.39
Administrative/Supervisory	6,436	45.69	6,772	45.72	6,876	45.76	6,991	46.08
Superintendents	187	49.28	185	49.65	185	50.52	185	50.31
RESA Directors	16	56.06	15	53.13	15	52.33	14	50.00
Missing (Prof Code)	34		18		18		0	
Missing (Age)	4,187		3,300		2,819		2,435	
Total:	69,649	39.26	69,686	39.57	72,226	39.80	74,554	40.08

Table XVIII

Range Distribution of Teacher Age

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	2	0.0%	3	0.0%	1	0.0%	0	0.0%
21-25	3,184	5.6%	3,176	5.5%	3,389	5.6%	3,568	5.7%
26-30	8,524	15.0%	8,176	14.2%	8,378	13.9%	8,442	13.4%
31-35	11,965	21.0%	11,026	19.2%	10,720	17.8%	10,343	16.5%
36-40	13,385	23.5%	13,790	24.0%	13,796	22.9%	13,754	21.9%
41-45	8,334	14.6%	9,273	16.1%	10,792	17.9%	12,111	19.3%
46-50	4,998	8.8%	5,387	9.4%	6,153	10.2%	7,054	11.2%
51-55	3,473	6.1%	3,586	6.2%	3,821	6.3%	4,103	6.5%
56-60	2,142	3.8%	2,205	3.8%	2,313	3.8%	2,403	3.8%
61-65	818	1.4%	773	1.3%	835	1.4%	870	1.4%
66+	157	0.3%	147	0.3%	160	0.3%	161	0.3%
	56,982	100.0%	57,542	100.0%	60,358	100.0%	62,809	100.0%
Missing (Age)	3,684		2,881		2,467		2,158	
Total:	60,666		60,423		62,825		64,967	
Mean Age:	38.4		38.7		38.9		39.2	

Percentages do not always sum to 100 due to rounding.

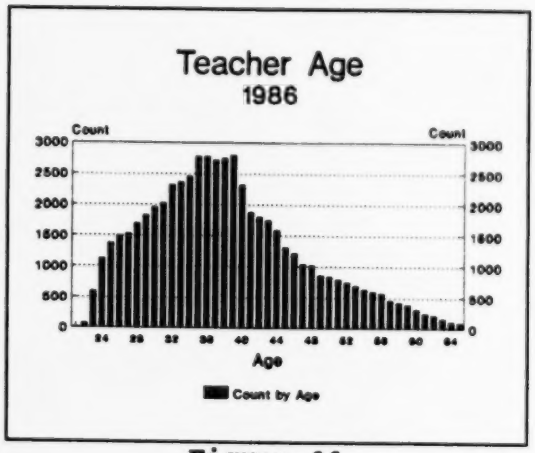

Figure 11

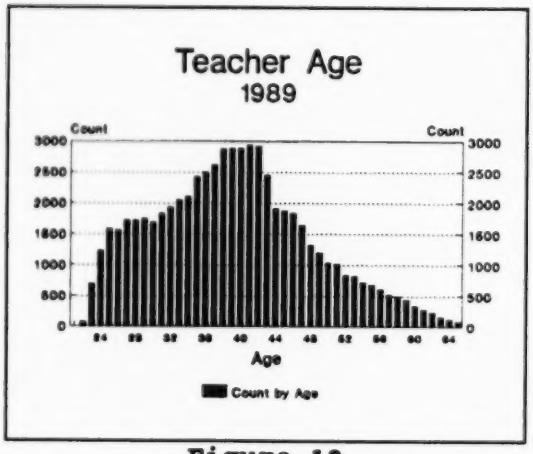

Figure 12

Table XIX

Range Distribution of Administration Age

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21-25	1	0.0%	6	0.1%	6	0.1%	4	0.1%
26-30	104	1.6%	103	1.5%	101	1.4%	73	1.0%
31-35	549	8.3%	483	6.9%	424	6.0%	387	5.4%
36-40	1,395	21.0%	1,490	21.4%	1,442	20.4%	1,356	18.9%
41-45	1,438	21.6%	1,610	23.1%	1,740	24.6%	1,860	25.9%
46-50	1,139	17.1%	1,243	17.8%	1,352	19.1%	1,431	19.9%
51-55	1,040	15.6%	1,057	15.1%	1,052	14.9%	1,062	14.8%
56-60	652	9.8%	653	9.4%	658	9.3%	699	9.7%
61-65	271	4.1%	275	3.9%	250	3.5%	251	3.5%
66+	59	0.9%	58	0.8%	59	0.8%	67	0.9%
	6,648	100.0%	6,978	100.0%	7,084	100.0%	7,190	100.0%
Missing (Age)	292		256		209		175	
Total:	6,940		7,234		7,293		7,365	
Mean Age:	45.8		45.8		45.9		46.2	

Percentages do not always sum to 100 due to rounding.
Administration includes administrative/supervisory personnel, superintendents, and RESA directors.

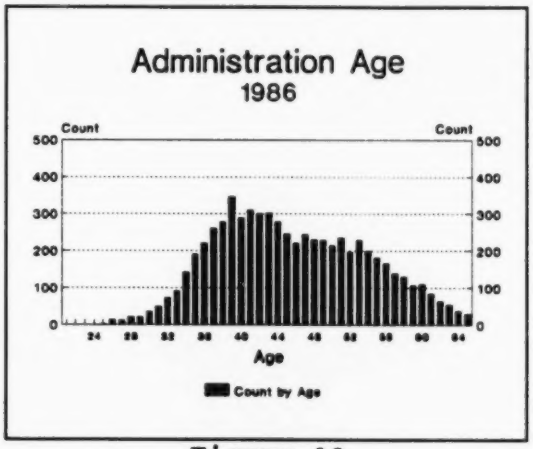

Figure 13

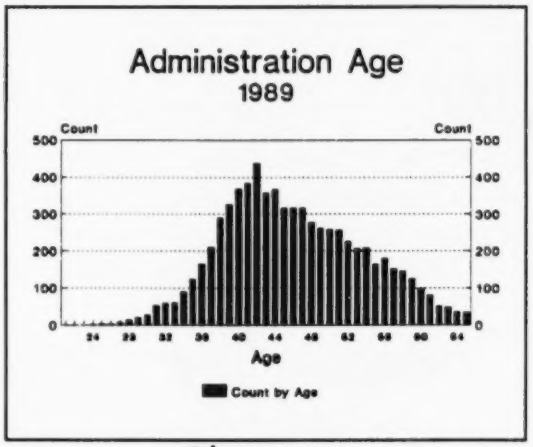

Figure 14

Table XX

Range Distribution of Principal Age

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21-25	0	0.0%	0	0.0%	0	0.0%	0	0.0%
26-30	14	0.5%	25	0.8%	25	0.8%	25	0.8%
31-35	190	6.9%	172	5.8%	167	5.4%	158	5.0%
36-40	602	21.9%	667	22.7%	658	21.3%	611	19.5%
41-45	643	23.3%	711	24.2%	795	25.7%	849	27.1%
46-50	483	17.5%	545	18.5%	604	19.6%	640	20.4%
51-55	431	15.6%	431	14.6%	458	14.8%	447	14.3%
56-60	270	9.8%	264	9.0%	256	8.3%	279	8.9%
61-65	99	3.6%	110	3.7%	103	3.3%	101	3.2%
66+	22	0.8%	18	0.6%	22	0.7%	23	0.7%
	2,754	100.0%	2,943	100.0%	3,088	100.0%	3,133	100.0%
Missing (Age)	47		36		29		20	
Total:	2,801		2,979		3,117		3,153	
Mean Age:	46.0		45.9		45.8		46.0	

Percentages do not always sum to 100 due to rounding.

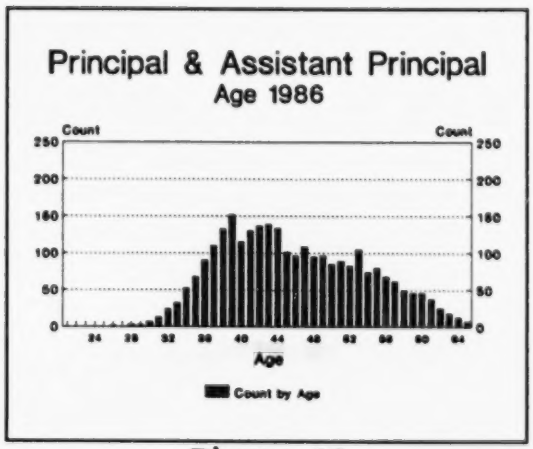

Figure 15

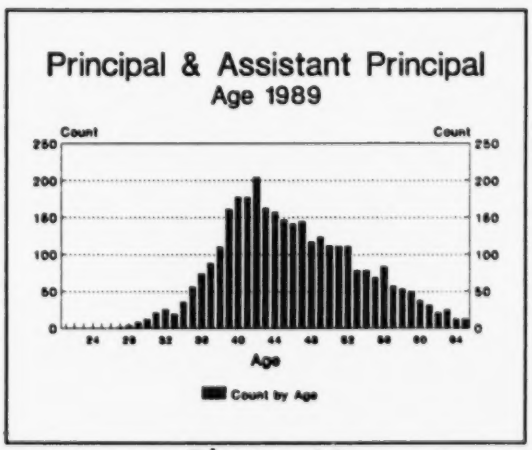

Figure 16

Table XXI

Range Distribution of Male Age

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21-25	402	2.9%	379	2.7%	402	2.9%	407	2.8%
26-30	1,472	10.6%	1,412	10.2%	1,446	10.3%	1,473	10.3%
31-35	2,431	17.5%	2,204	16.0%	2,087	14.9%	1,996	13.9%
36-40	3,282	23.6%	3,238	23.5%	3,081	22.0%	2,943	20.5%
41-45	2,334	16.8%	2,509	18.2%	2,758	19.7%	3,002	20.9%
46-50	1,497	10.8%	1,621	11.8%	1,782	12.7%	2,001	13.9%
51-55	1,273	9.2%	1,277	9.3%	1,286	9.2%	1,307	9.1%
56-60	819	5.9%	789	5.7%	825	5.9%	847	5.9%
61-65	330	2.4%	313	2.3%	302	2.2%	307	2.1%
66+	55	0.4%	50	0.4%	54	0.4%	62	0.4%
	13,895	100.0%	13,792	100.0%	14,023	100.0%	14,345	100.0%
Missing (Age)	877		762		661		581	
Total:	14,772		14,554		14,684		14,926	
Mean Age:	40.9		41.1		41.2		41.5	

Percentages do not always sum to 100 due to rounding.

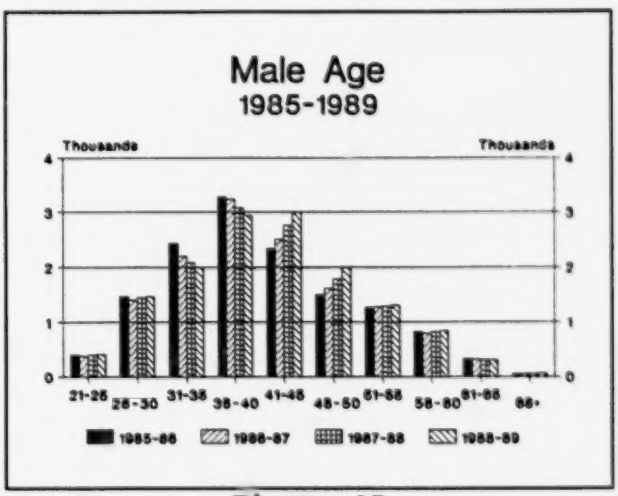

Figure 17

Table XXII

Range Distribution of Female Age

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	2	0.0%	3	0.0%	1	0.0%	0	0.0%
21-25	2,803	5.4%	2,817	5.4%	3,004	5.4%	3,170	5.5%
26-30	7,245	14.1%	6,952	13.2%	7,107	12.8%	7,125	12.3%
31-35	10,325	20.0%	9,532	18.1%	9,261	16.7%	8,932	15.5%
36-40	11,939	23.2%	12,476	23.7%	12,618	22.8%	12,611	21.8%
41-45	7,795	15.1%	8,776	16.7%	10,216	18.4%	11,466	19.8%
46-50	4,900	9.5%	5,283	10.0%	6,038	10.9%	6,873	11.9%
51-55	3,452	6.7%	3,579	6.8%	3,809	6.9%	4,120	7.1%
56-60	2,107	4.1%	2,218	4.2%	2,306	4.2%	2,418	4.2%
61-65	823	1.6%	792	1.5%	842	1.5%	878	1.5%
66+	171	0.3%	169	0.3%	182	0.3%	181	0.3%
	51,562	100.0%	52,597	100.0%	55,384	100.0%	57,774	100.0%
Missing (Age)	3,006		2,529		2,150		1,853	
Total:	54,568		55,126		57,534		59,627	
Mean Age:	38.8		39.2		39.4		39.7	

Percentages do not always sum to 100 due to rounding.

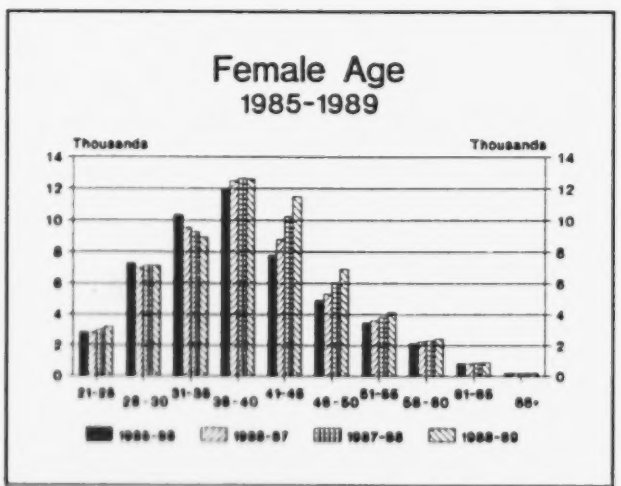

Figure 18

Table XXIII

Systems Ranked by Mean Age
(Oldest to Youngest)

		Code	System Name	85-86	86-87	87-88	88-89	Rank Order
	1	761	Atlanta City (Fulton)	45.6	45.9	45.9	46.2	45.9
	2	752	Webster	43.7	42.7	44.4	43.4	43.5
*	3	128	Quitman/Stewart	41.7	45.4	43.7	43.8	43.5
	4	718	Quitman	44.8	44.5	41.9	41.3	43.1
	5	619	Calhoun	43.0	43.9	42.4	42.7	43.0
	6	621	Candler	42.7	42.3	42.3	42.0	42.3
	7	731	Taliaferro	34.2	44.2	44.9	46.9	42.3
	8	706	Muscogee	41.8	42.1	42.2	42.7	42.2
	9	604	Baker	41.4	41.0	41.8	43.2	41.9
	10	776	Gainesville City (Hall)	41.3	41.8	41.7	41.8	41.7
	11	766	Carrollton City (Carroll)	41.3	41.8	41.7	41.7	41.6
	12	744	Union	40.5	41.5	42.0	42.3	41.6
	13	773	Decatur City (DeKalb)	40.6	41.3	41.3	42.4	41.4
	14	746	Walker	41.0	41.3	41.5	41.8	41.4
	15	646	Dooly	41.1	41.1	41.3	41.8	41.3
	16	663	Glynn	40.8	41.1	41.5	41.9	41.3
	17	647	Dougherty	40.5	41.2	41.4	41.6	41.2
	18	756	Wilcox	40.7	40.3	41.5	41.8	41.1
	19	703	Montgomery	40.3	40.9	41.1	41.8	41.0
	20	765	Calhoun City (Gordon)	40.9	41.2	41.0	40.8	41.0
	21	662	Glascock	38.8	41.9	42.3	41.0	41.0
	22	753	Wheeler	40.2	40.9	40.7	41.7	40.9
	23	616	Bulloch	40.4	40.7	40.9	41.3	40.8
	24	736	Thomas	39.9	40.4	41.2	41.3	40.7
	25	774	Dublin City (Laurens)	40.5	40.8	40.7	40.8	40.7
	26	655	Fannin	40.0	40.6	41.0	41.0	40.7
	27	649	Early	40.1	40.3	40.8	41.4	40.7
	28	729	Sumter	42.7	41.1	39.8	39.3	40.6
	29	788	Thomaston City (Upson)	41.3	39.7	40.2	41.1	40.6
	30	637	Cook	40.2	40.5	40.8	40.9	40.6
	31	734	Telfair	39.5	40.4	40.7	41.8	40.6
	32	611	Bibb	40.4	40.5	40.4	40.8	40.5
	33	749	Warren	40.1	39.7	40.6	41.7	40.5
	34	784	Pelham City (Mitchell)	41.0	39.9	40.9	40.2	40.5
	35	717	Putnam	39.7	40.2	40.8	41.1	40.5
	36	714	Pike	39.5	40.1	41.0	41.1	40.4
	37	743	Twiggs	40.2	40.2	40.6	40.2	40.3
	38	602	Atkinson	39.5	40.0	40.5	41.0	40.3
	39	742	Turner	39.3	40.0	40.6	40.8	40.2
	40	772	Dalton City (Whitfield)	40.2	40.1	40.0	40.5	40.2
	41	614	Brooks	39.8	39.8	40.4	40.5	40.2
	42	610	Berrien	39.3	39.8	40.9	40.7	40.2
	43	728	Stewart	39.0	40.2	40.9	40.3	40.1
	44	612	Bleckley	39.8	40.2	40.3	40.1	40.1
	45	705	Murray	39.6	39.7	40.3	40.7	40.1
	46	715	Polk	39.7	39.9	39.9	40.7	40.1

* Combined Systems

Table XXIII, continued

Systems Ranked by Mean Age (Oldest to Youngest)

	Code	System Name	85-86	86-87	87-88	88-89	Rank Order
47	676	Houston	39.9	39.9	40.1	40.1	40.0
48	711	Peach	39.5	40.2	40.0	40.3	40.0
49	733	Taylor	39.6	39.6	40.1	40.6	40.0
50	708	Oconee	39.2	39.8	40.2	40.5	39.9
51	754	White	39.8	39.6	40.4	39.8	39.9
52	660	Fulton	38.8	39.6	40.1	40.9	39.9
53	748	Ware	39.2	39.5	40.0	40.8	39.9
54	735	Terrell	40.0	39.4	39.3	40.7	39.9
55	690	Lincoln	40.2	39.7	39.6	40.0	39.9
56	629	Clarke	39.4	39.9	40.0	40.1	39.9
57	625	Chatham	39.5	39.6	40.1	40.2	39.9
58	672	Harris	38.9	39.5	40.4	40.5	39.8
59	739	Towns	39.1	39.4	40.3	40.4	39.8
60	719	Rabun	39.7	40.6	39.2	39.8	39.8
61	639	Crawford	39.7	40.2	39.6	39.6	39.8
62	644	DeKalb	39.4	39.7	39.9	40.0	39.8
63	691	Long	39.6	39.5	39.6	40.3	39.8
64	738	Toombs	39.7	40.3	40.1	39.0	39.8
65	759	Worth	39.8	39.7	39.7	39.8	39.8
66	645	Dodge	39.5	39.4	39.7	40.2	39.7
67	669	Hall	39.1	39.6	40.1	40.0	39.7
68	725	Seminole	39.3	40.1	39.9	39.6	39.7
69	688	Lee	39.0	39.3	39.9	40.4	39.7
70	716	Pulaski	39.0	40.0	39.7	40.0	39.7
71	657	Floyd	39.2	39.7	39.8	39.8	39.7
72	630	Clay	39.2	39.3	40.4	39.5	39.6
73	635	Colquitt	39.0	39.3	39.7	40.2	39.6
74	692	Lowndes	39.2	39.4	39.7	39.9	39.6
75	713	Pierce	39.1	39.6	39.6	39.9	39.6
76	671	Haralson	39.6	39.4	39.5	39.7	39.5
77	632	Clinch	39.1	39.0	39.3	40.8	39.5
78	605	Baldwin	39.2	39.4	39.8	39.8	39.5
79	721	Richmond	39.6	39.2	39.4	39.8	39.5
80	668	Habersham	39.4	39.1	39.4	39.9	39.4
81	740	Treutlen	39.6	39.2	39.0	39.8	39.4
82	722	Rockdale	39.2	39.4	39.3	39.6	39.4
83	780	LaGrange City (Troup)	38.6	39.1	39.8	40.1	39.4
84	789	Thomasville City (Thomas)	38.6	38.8	39.8	40.1	39.3
85	781	Marietta City (Cobb)	38.9	39.1	39.4	39.6	39.3
86	650	Echols	39.1	38.4	39.8	39.8	39.3
87	750	Washington	39.2	39.3	39.1	39.6	39.3
88	737	Tift	38.9	39.1	39.4	39.6	39.3
89	727	Stephens	38.5	39.0	39.6	39.9	39.3
90	685	Lamar	39.2	39.9	38.7	39.1	39.2
91	665	Grady	38.9	39.4	39.5	39.2	39.2
92	623	Catoosa	38.6	39.0	39.4	39.8	39.2
93	726	Spalding	38.6	39.0	39.3	39.7	39.2
94	687	Laurens	38.2	38.8	39.5	40.1	39.1

Table XXIII, continued

Systems Ranked by Mean Age (Oldest to Youngest)

	Code	System Name	85-86	86-87	87-88	88-89	Rank Order
95	699	Meriwether	38.3	39.0	39.5	39.7	39.1
96	684	Jones	38.6	38.8	39.2	39.7	39.1
97	627	Chattooga	39.1	39.5	38.9	39.0	39.1
98	694	Macon	38.3	38.8	39.4	39.8	39.1
99	656	Fayette	38.5	38.9	39.2	39.6	39.1
* 100	101	Baker/Mitchell	38.4	39.1	39.4	39.4	39.1
101	601	Appling	38.7	39.0	39.2	39.3	39.1
102	767	Cartersville City (Bartow)	38.3	39.0	39.4	39.5	39.1
103	778	Hogansville City (Troup)	37.2	39.2	40.1	39.8	39.0
104	633	Cobb	38.5	38.9	39.1	39.4	39.0
105	620	Camden	39.4	38.9	39.0	38.8	39.0
106	751	Wayne	38.3	38.7	38.9	39.8	39.0
107	700	Miller	39.2	39.0	38.6	38.9	38.9
108	652	Elbert	38.3	39.0	39.1	39.0	38.9
109	603	Bacon	38.4	38.6	39.2	39.2	38.9
110	626	Chattahoochee	38.3	39.3	39.8	38.0	38.8
111	631	Clayton	38.3	38.6	39.0	39.3	38.8
112	712	Pickens	38.4	38.3	39.0	39.4	38.8
113	758	Wilkinson	37.8	38.6	38.8	40.0	38.8
114	775	Fitzgerald City (Ben Hill)	37.7	39.0	39.0	39.2	38.7
115	622	Carroll	38.0	38.5	39.0	39.2	38.7
116	696	Marion	39.1	39.0	38.4	38.3	38.7
117	763	Bremen City (Haralson)	38.6	39.4	38.1	38.6	38.7
118	709	Oglethorpe	37.9	38.5	38.8	39.4	38.7
119	785	Rome City (Floyd)	37.9	38.5	38.8	39.4	38.7
120	670	Hancock	38.3	38.5	39.1	38.6	38.6
121	624	Charlton	38.3	38.8	38.4	39.0	38.6
122	707	Newton	37.7	38.6	38.8	39.2	38.6
123	730	Talbot	37.7	38.3	39.4	39.0	38.6
124	741	Troup	38.6	38.4	38.4	39.0	38.6
125	793	Vidalia City (Toombs)	37.6	38.1	39.0	39.5	38.6
126	791	Trion City (Chattooga)	37.7	37.9	38.6	39.8	38.5
127	704	Morgan	37.7	38.6	38.7	39.0	38.5
128	677	Irwin	37.9	38.2	39.0	38.9	38.5
129	638	Coweta	37.9	38.6	38.7	38.9	38.5
130	636	Columbia	37.9	38.0	38.6	39.2	38.5
131	686	Lanier	38.0	37.8	38.9	39.1	38.5
132	613	Brantley	37.6	38.3	38.6	39.3	38.5
133	653	Emanuel	38.2	38.7	38.2	38.6	38.4
134	698	McIntosh	38.8	38.9	38.2	37.9	38.4
135	606	Banks	37.8	38.3	38.6	38.9	38.4
136	720	Randolph	38.2	39.1	37.9	38.5	38.4
137	659	Franklin	38.0	38.1	38.7	38.7	38.4
* 138	96	Marion/Schley/Webster	37.5	38.9	38.8	38.5	38.4
139	771	Commerce City (Jackson)	37.0	38.1	38.6	39.8	38.4
140	760	Americus City (Sumter)	38.0	38.8	38.2	38.6	38.4

* Combined Systems

Table XXIII, continued

Systems Ranked by Mean Age
(Oldest to Youngest)

	Code	System Name	85-86	86-87	87-88	88-89	Rank Order
141	628	Cherokee	37.6	38.3	38.7	38.8	38.4
142	679	Jasper	38.0	39.4	38.5	37.7	38.4
143	673	Hart	37.3	38.1	38.8	39.3	38.4
144	792	Valdosta City (Lowndes)	37.8	38.4	38.7	38.6	38.4
145	666	Greene	37.7	37.6	39.0	39.0	38.3
146	643	Decatur	37.9	38.0	38.4	38.9	38.3
147	680	Jeff Davis	38.3	37.8	38.3	38.9	38.3
148	682	Jenkins	38.0	38.1	38.7	38.3	38.3
149	723	Schley	38.1	38.1	38.4	38.4	38.3
150	732	Tattnall	38.2	37.7	38.6	38.4	38.2
151	745	Upson	37.3	37.6	38.6	39.2	38.2
152	618	Butts	38.3	37.7	38.2	38.4	38.2
153	634	Coffee	37.4	37.9	38.3	38.9	38.1
154	693	Lumpkin	38.4	38.1	37.6	38.4	38.1
155	641	Dade	37.4	38.1	38.3	38.5	38.1
156	654	Evans	37.6	38.1	38.7	38.0	38.1
157	658	Forsyth	37.4	37.6	38.0	38.8	38.0
158	640	Crisp	37.2	37.8	38.2	38.6	38.0
159	701	Mitchell	36.6	38.2	38.5	38.4	37.9
160	617	Burke	37.2	37.9	38.0	38.5	37.9
161	664	Gordon	37.3	37.5	38.2	38.5	37.9
162	747	Walton	37.1	37.9	38.3	38.3	37.9
163	755	Whitfield	37.3	37.5	38.2	38.6	37.9
164	681	Jefferson	37.2	38.2	37.8	38.2	37.8
165	710	Paulding	37.0	37.4	38.1	38.6	37.8
166	675	Henry	37.6	37.6	37.6	38.2	37.8
167	615	Bryan	36.7	37.0	38.1	38.9	37.7
168	794	Waycross City (Ware)	36.7	37.5	37.9	38.7	37.7
169	661	Gilmer	37.4	37.7	37.8	37.7	37.7
170	607	Barrow	37.1	37.6	38.1	37.6	37.6
171	724	Screven	36.7	37.6	37.7	38.1	37.5
172	609	Ben Hill	36.9	37.7	37.5	37.8	37.5
173	667	Gwinnett	37.2	37.3	37.5	37.9	37.5
174	683	Johnson	37.3	37.5	37.2	37.9	37.5
175	648	Douglas	36.7	37.2	38.0	37.9	37.5
176	651	Effingham	37.0	37.0	37.4	37.8	37.3
177	769	Chickamauga City (Walker)	37.1	36.0	37.4	38.7	37.3
178	697	McDuffie	37.3	37.1	36.9	37.7	37.3
179	764	Buford City (Gwinnett)	37.0	37.5	37.3	37.1	37.3
180	608	Bartow	36.3	37.1	37.4	37.8	37.1
181	695	Madison	36.2	37.3	37.4	37.6	37.1
182	779	Jefferson City (Jackson)	35.7	36.9	38.1	38.2	37.1
183	702	Monroe	36.6	36.8	37.0	38.0	37.1
184	757	Wilkes	35.9	37.0	37.7	37.8	37.1
185	786	Social Circle City (Walton)	35.1	37.0	38.6	37.6	37.1
186	674	Heard	36.4	35.8	36.3	36.9	36.4
187	642	Dawson	35.2	36.0	36.6	37.1	36.3
188	689	Liberty	35.6	36.0	36.7	36.7	36.3
189	678	Jackson	35.8	35.6	35.5	35.9	35.7

State Experience

Total Work Force: The mean State experience level of the work force in Georgia has slowly increased from 12.5 years in 1986 to 12.8 in 1989. Total work force numbers begin to decline at an accelerating pace after the 14 year State experience mark. Sixty-one percent or approximately 46,000 total personnel in 1988-89 have between 0 and 14 years State experience; 29 percent (approximately 21,500 personnel) fall in the 15 to 24 year State experience bracket. At the far end of the spectrum are the remaining 10 percent of the work force (approximately 7,400 personnel) with 25 or more years State experience--potential candidates for retirement.

Table XXIV

State Experience
Mean Number of Years

1985-86	12.5
1986-87	12.7
1987-88	12.7
1988-89	12.8

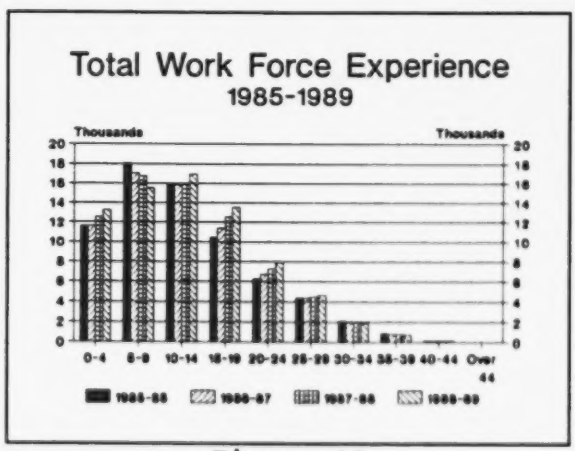

Figure 19

Classroom Teachers: The mean State experience of classroom teachers is 12 years. Kindergarten teachers have the smallest mean State experience: 9.8 years in 1988-89. Together with elementary instructional specialists, special education teachers also have one of the smallest mean years State experience--10.5 years in 1988-89. Secondary teachers' mean State experience most closely resembles that of the overall State mean, averaging 12.5 years during the tracking period; elementary teachers average slightly less--12.1 years.

When Georgia classroom teachers are examined separately from the work force as a whole and grouped by mean years of State experience, they are clustered disproportionately toward the lower end of the experience spectrum, in contrast to national survey data (Carnegie, 1988; NEA, 1988) which showed the U.S. teacher work force more evenly distributed (a bell-curve) by experience levels. As of June, 1989, nearly three quarters (70 percent) of all Georgia teachers have between 0 and 15 years State experience; nationally, this same group of teachers accounts for 50 percent of the teaching force. This difference is most acute during the first five years of experience, which includes 10 percent of teachers nationally but 24 percent of teachers in Georgia.

Beyond the 15 year experience mark, the number of Georgia teachers drops off steadily--only 22 percent have between 16 and 24 years experience, compared to 34 percent of teachers nationally. In addition, teachers with 25 and more years experience account for 8 percent of all teachers in Georgia but 16 percent nationally. If Georgia teachers in the 5-9 year experience group continue to decrease--a 6 percent loss can be observed during the four years of tracking--a dual retention problem may exist, both for "pipeline" teachers and for many experienced or career teachers. This situation is further underscored by the fact that, of those teachers who entered the work force in 1985-86, 35 percent left during their first four years.

Gender: Men and women differ by years of State experience, especially at the two ends of the spectrum; women outnumber men in the lower experience groups, but the reverse is true at the upper end. As of June, 1989, 64 percent of the female work force has between 0 and 14 years State experience, compared to 50 percent of the males in the same experience group. However, the 15-29 year experience groups include 33 percent of the females and 44 percent of the males.

Preliminary analysis of a discrete grouping of "pipeline" personnel (0-4 years experience; age 20-25) by gender and by experience shows, once again, that the youngest, least experienced male personnel appear to be leaving the work force at a greater rate than their female counterparts. From 1987-88 to 1988-89, 19 percent of these "pipeline" males left compared to 16 percent of the females. Over the two year period, 1987-1989, 25 percent of these young and inexperienced males left and 23 percent of the females.

Table XXV

Range Distribution of State Experience

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	11,627	16.7%	11,588	16.6%	12,571	17.4%	13,261	17.8%
5- 9	18,034	25.9%	17,014	24.4%	16,759	23.2%	15,533	20.8%
10-14	15,886	22.8%	15,806	22.7%	15,874	22.0%	16,938	22.7%
15-19	10,468	15.0%	11,374	16.3%	12,567	17.4%	13,530	18.1%
20-24	6,245	9.0%	6,750	9.7%	7,220	10.0%	7,924	10.6%
25-29	4,321	6.2%	4,324	6.2%	4,422	6.1%	4,642	6.2%
30-34	2,040	2.9%	1,925	2.8%	1,930	2.7%	1,879	2.5%
35-39	844	1.2%	759	1.1%	753	1.0%	693	0.9%
40-44	154	0.2%	117	0.2%	105	0.1%	130	0.2%
Over 44	30	0.0%	29	0.0%	25	0.0%	24	0.0%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	69,649	100.0%	69,686	100.0%	72,226	100.0%	74,554	100.0%

Percentages do not always sum to 100 due to rounding.

Table XXVI

Personnel Classification by State Experience

	1985-86 Count	1985-86 Mean Experience	1986-87 Count	1986-87 Mean Experience	1987-88 Count	1987-88 Mean Experience	1988-89 Count	1988-89 Mean Experience
Kindergarten	3,768	8.62	4,040	9.18	4,266	9.39	4,276	9.81
Elementary	26,563	12.32	29,157	11.79	28,761	12.13	30,490	12.15
Inst. Specialists	1,492	10.45	1,880	10.18	2,409	10.04	2,911	10.08
*Secondary	16,722	12.00	15,031	12.97	15,379	12.39	15,336	12.54
**Vocational	4,274	12.32	2,967	13.29	4,318	13.62	4,088	14.07
Special Education	7,847	9.52	7,348	10.33	7,692	10.36	7,866	10.49
Student Services	1,999	16.46	2,010	16.73	2,088	16.67	2,222	16.49
Admin/Supervisory	6,739	18.94	7,033	18.95	7,093	18.95	7,163	19.22
Superintendents	187	23.59	186	23.68	186	24.15	186	23.94
RESA Directors	16	29.88	16	27.31	16	27.13	16	22.44
Missing (Prof Code)	42		18		18		0	
Total:	69,649	12.48	69,686	12.66	72,226	12.69	74,554	12.78

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.
**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes.

Table XXVII

Range Distribution of Teacher Experience

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	11,258	18.6%	11,280	18.7%	12,238	19.5%	12,921	19.9%
5- 9	17,188	28.3%	16,179	26.8%	15,973	25.4%	14,805	22.8%
10-14	13,947	23.0%	13,850	22.9%	13,960	22.2%	15,061	23.2%
15-19	8,365	13.8%	9,084	15.0%	10,128	16.1%	10,972	16.9%
20-24	4,750	7.8%	5,106	8.5%	5,482	8.7%	6,044	9.3%
25-29	3,113	5.1%	3,077	5.1%	3,172	5.0%	3,348	5.2%
30-34	1,386	2.3%	1,285	2.1%	1,324	2.1%	1,283	2.0%
35-39	528	0.9%	468	0.8%	465	0.7%	436	0.7%
40-44	112	0.2%	76	0.1%	68	0.1%	79	0.1%
Over 44	19	0.0%	18	0.0%	15	0.0%	18	0.0%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	60,666	100.0%	60,423	100.0%	62,825	100.0%	64,967	100.0%
Mean Experience:	11.6		11.8		11.8		11.9	

Percentages do not always sum to 100 due to rounding.

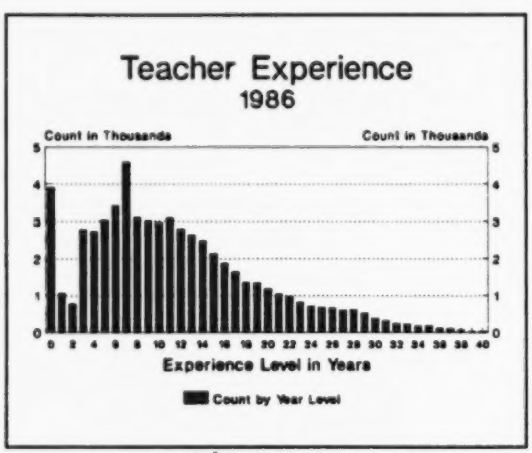

Figure 20

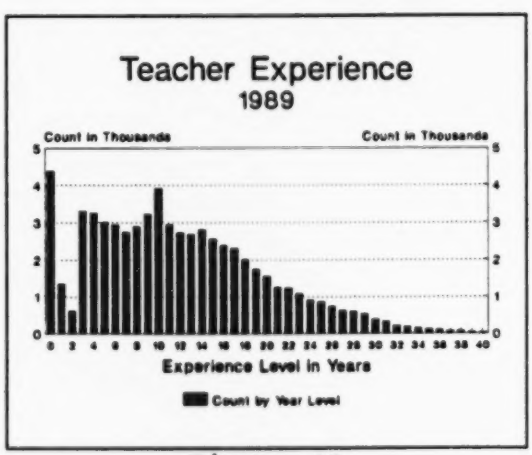

Figure 21

[Note: All new entrants to the Georgia public school work force begin at the 0 years State experience level, regardless of prior school experience in another state (exceptions are allowed for certain military experience). Following satisfactory completion of special Georgia requirements, including both written and performance assessments, local policy allows for these personnel to be advanced either some or all of their prior years of experience for payroll purposes. This procedure serves to explain, in part, the unexpected discontinuity of the first three bar values shown in the graphs of teacher experience.]

Table XXVIII

Range Distribution of Administration Experience

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	199	2.9%	167	2.3%	176	2.4%	162	2.2%
5- 9	562	8.1%	574	7.9%	524	7.2%	448	6.1%
10-14	1,454	21.0%	1,473	20.4%	1,451	19.9%	1,393	18.9%
15-19	1,682	24.2%	1,846	25.5%	1,928	26.4%	2,033	27.6%
20-24	1,204	17.3%	1,337	18.5%	1,417	19.4%	1,519	20.6%
25-29	994	14.3%	1,018	14.1%	1,020	14.0%	1,061	14.4%
30-34	539	7.8%	535	7.4%	504	6.9%	491	6.7%
35-39	259	3.7%	238	3.3%	231	3.2%	206	2.8%
40-44	36	0.5%	35	0.5%	33	0.5%	46	0.6%
Over 44	11	0.2%	11	0.2%	9	0.1%	6	0.1%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	6,940	100.0%	7,234	100.0%	7,293	100.0%	7,365	100.0%
Mean Experience:	19.1		19.1		19.1		19.3	

Percentages do not always sum to 100 due to rounding.
Administration includes administrative/supervisory personnel, superintendents, and RESA directors.

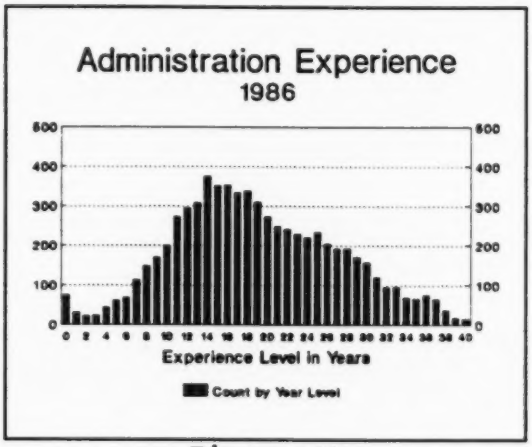

Figure 22

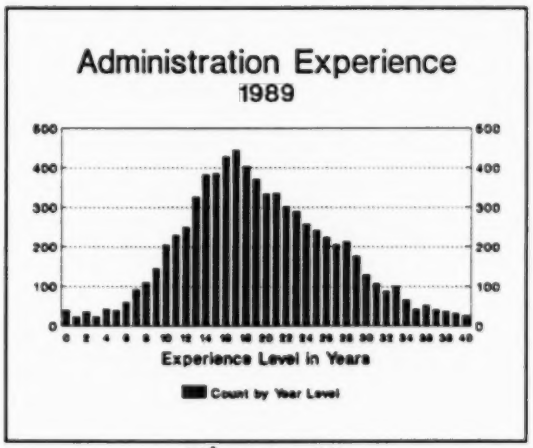

Figure 23

Table XXIX

Range Distribution of Principal Experience

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	20	0.7%	21	0.7%	15	0.5%	16	0.5%
5- 9	120	4.3%	138	4.6%	142	4.6%	121	3.8%
10-14	568	20.3%	570	19.1%	587	18.8%	572	18.1%
15-19	768	27.4%	838	28.1%	915	29.4%	938	29.7%
20-24	525	18.7%	618	20.7%	676	21.7%	721	22.9%
25-29	419	15.0%	438	14.7%	439	14.1%	466	14.8%
30-34	238	8.5%	229	7.7%	222	7.1%	205	6.5%
35-39	126	4.5%	109	3.7%	101	3.2%	90	2.9%
40-44	14	0.5%	14	0.5%	16	0.5%	22	0.7%
Over 44	3	0.1%	4	0.1%	4	0.1%	2	0.1%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	2,801	100.0%	2,979	100.0%	3,117	100.0%	3,153	100.0%
Mean Experience:	20.3		20.0		19.9		20.0	

Percentages do not always sum to 100 due to rounding.

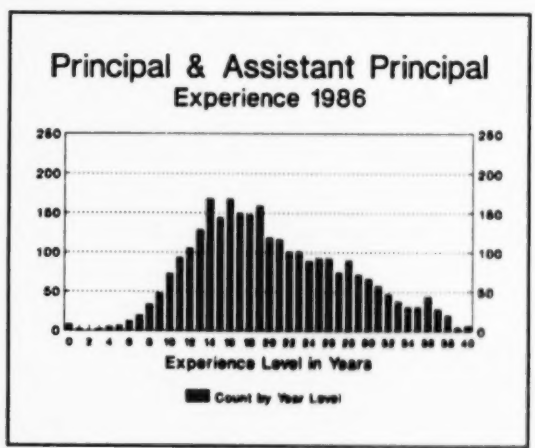

Figure 24

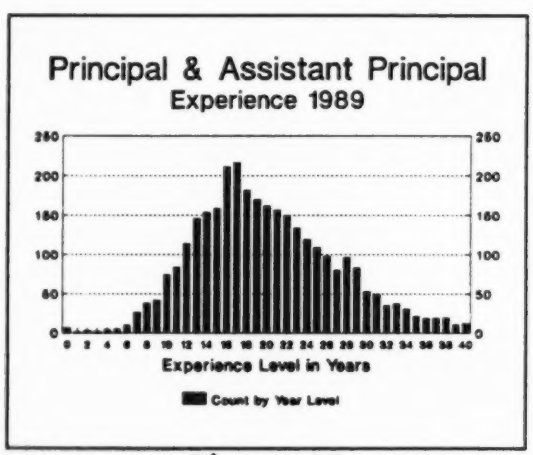

Figure 25

Table XXX

Range Distribution of Male Experience

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	1,920	13.0%	1,926	13.2%	2,063	14.0%	2,220	14.9%
5- 9	2,970	20.1%	2,732	18.8%	2,596	17.7%	2,355	15.8%
10-14	3,148	21.3%	2,949	20.3%	2,813	19.2%	2,886	19.3%
15-19	2,673	18.1%	2,834	19.5%	2,993	20.4%	3,066	20.5%
20-24	1,695	11.5%	1,816	12.5%	1,911	13.0%	2,102	14.1%
25-29	1,359	9.2%	1,358	9.3%	1,362	9.3%	1,359	9.1%
30-34	662	4.5%	652	4.5%	664	4.5%	668	4.5%
35-39	309	2.1%	258	1.8%	255	1.7%	230	1.5%
40-44	34	0.2%	26	0.2%	25	0.2%	37	0.2%
Over 44	2	0.0%	3	0.0%	2	0.0%	3	0.0%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	14,772	100.0%	14,554	100.0%	14,684	100.0%	14,926	100.0%
Mean Experience:	14.5		14.7		14.7		14.8	

Percentages do not always sum to 100 due to rounding.

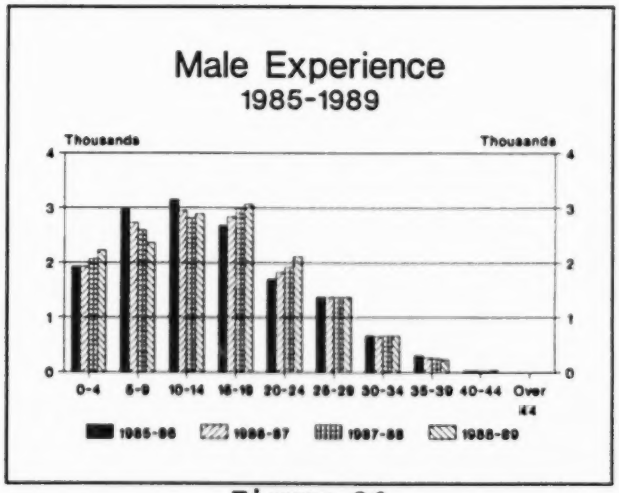

Figure 26

Table XXXI

Range Distribution of Female Experience

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	9,409	17.2%	9,661	17.5%	10,507	18.3%	11,040	18.5%
5- 9	15,064	27.6%	14,282	25.9%	14,163	24.6%	13,178	22.1%
10-14	12,736	23.3%	12,856	23.3%	13,059	22.7%	14,052	23.6%
15-19	7,791	14.3%	8,539	15.5%	9,572	16.6%	10,464	17.5%
20-24	4,548	8.3%	4,933	8.9%	5,308	9.2%	5,822	9.8%
25-29	2,961	5.4%	2,965	5.4%	3,059	5.3%	3,283	5.5%
30-34	1,377	2.5%	1,272	2.3%	1,265	2.2%	1,211	2.0%
35-39	534	1.0%	501	0.9%	498	0.9%	463	0.8%
40-44	120	0.2%	91	0.2%	80	0.1%	93	0.2%
Over 44	28	0.1%	26	0.0%	23	0.0%	21	0.0%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	54,568	100.0%	55,126	100.0%	57,534	100.0%	59,627	100.0%
Mean Experience:	12.0		12.1		12.2		12.3	

Percentages do not always sum to 100 due to rounding.

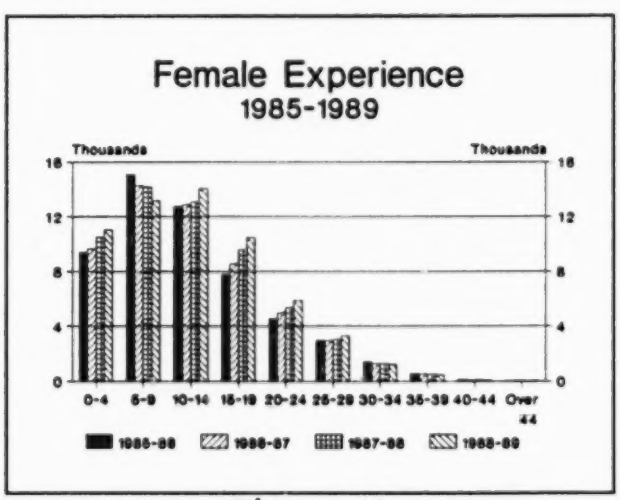

Figure 27

Table XXXII

Systems Ranked by Mean Experience (Highest to Lowest)

	Code	System Name	85-86	86-87	87-88	88-89	Rank Order
1	761	Atlanta City	18.0	18.3	18.2	18.4	18.2
2	604	Baker	17.8	15.5	16.8	18.1	17.0
* 3	128	Quitman/Stewart	14.5	17.5	17.8	18.1	16.8
4	718	Quitman	17.6	17.5	15.8	15.8	16.7
5	752	Webster	16.9	15.9	17.2	16.0	16.5
6	619	Calhoun	15.8	16.6	16.0	16.4	16.2
7	621	Candler	16.3	16.0	16.0	15.6	16.0
8	788	Thomaston City	15.9	15.4	14.9	15.2	15.4
9	649	Early	14.5	14.9	15.1	15.6	15.0
10	646	Dooly	14.5	14.9	14.9	15.1	14.8
11	765	Calhoun City	14.5	15.3	14.9	14.4	14.7
12	647	Dougherty	14.5	14.7	14.6	14.5	14.6
13	776	Gainesville City	14.4	14.8	14.4	14.5	14.5
14	739	Towns	14.0	14.4	14.8	14.6	14.4
15	734	Telfair	13.4	14.1	14.2	15.3	14.2
16	690	Lincoln	14.3	13.9	14.2	14.5	14.2
17	756	Wilcox	14.2	13.6	14.3	14.8	14.2
18	706	Muscogee	13.8	14.0	14.4	14.6	14.2
19	611	Bibb	14.2	14.1	14.0	14.3	14.2
20	645	Dodge	14.0	13.9	13.9	14.3	14.0
21	774	Dublin City	13.9	14.2	14.0	13.9	14.0
22	749	Warren	13.3	13.3	14.2	15.3	14.0
23	670	Hancock	13.9	13.6	15.1	13.1	13.9
24	771	Commerce City	12.9	14.1	13.8	14.5	13.8
25	740	Treutlen	13.9	13.8	13.3	14.2	13.8
26	759	Worth	14.5	14.2	13.5	12.9	13.7
27	767	Cartersville City	13.1	13.6	14.0	14.3	13.7
28	766	Carrollton City	13.6	14.2	13.7	13.4	13.7
29	663	Glynn	13.2	13.5	13.8	14.1	13.7
30	743	Twiggs	13.7	13.9	13.6	13.4	13.6
31	703	Montgomery	13.3	13.7	13.7	13.7	13.6
32	614	Brooks	13.5	13.3	13.3	14.2	13.6
33	617	Burke	13.7	13.5	13.3	13.7	13.6
34	746	Walker	13.3	13.5	13.5	13.9	13.5
35	731	Taliaferro	7.2	15.2	14.9	17.6	13.5
36	684	Jones	13.7	13.5	13.2	13.8	13.5
37	616	Bulloch	13.5	13.6	13.5	13.5	13.5
38	601	Appling	13.3	13.5	13.5	13.8	13.5
39	610	Berrien	12.8	13.4	14.2	13.6	13.5
40	717	Putnam	12.4	13.3	13.9	14.4	13.5
41	736	Thomas	12.8	13.6	13.6	13.9	13.5
42	655	Fannin	13.0	13.5	13.8	13.6	13.5
43	694	Macon	13.1	13.3	13.6	13.9	13.5
44	630	Clay	14.2	13.5	13.5	12.7	13.4
45	603	Bacon	13.3	13.1	13.7	13.6	13.4
46	612	Bleckley	13.3	13.4	13.7	13.3	13.4

* Combined Systems

Table XXXII, continued

Systems Ranked by Mean Experience (Highest to Lowest)

	Code	System Name	85-86	86-87	87-88	88-89	Rank Order
47	602	Atkinson	13.1	13.2	13.6	13.8	13.4
48	711	Peach	13.4	13.9	13.1	13.2	13.4
49	773	Decatur City	12.9	13.5	13.0	13.9	13.3
50	714	Pike	12.5	13.0	13.7	14.0	13.3
51	772	Dalton City	13.5	13.2	13.0	13.4	13.3
52	700	Miller	13.8	13.5	13.1	12.6	13.3
53	657	Floyd	13.1	13.5	13.3	13.1	13.3
54	635	Colquitt	13.1	13.3	13.1	13.4	13.2
55	696	Marion	14.5	14.5	12.1	11.8	13.2
56	728	Stewart	12.5	13.3	13.7	13.4	13.2
57	676	Houston	13.0	13.1	13.4	13.3	13.2
58	659	Franklin	13.3	13.1	13.3	13.2	13.2
59	754	White	13.4	13.0	13.4	13.0	13.2
60	730	Talbot	12.6	13.6	13.1	13.4	13.2
61	725	Seminole	12.4	13.4	13.5	13.3	13.1
62	632	Clinch	13.2	12.6	13.0	13.6	13.1
63	666	Greene	13.2	12.9	13.3	13.0	13.1
64	785	Rome City	12.5	13.1	13.1	13.6	13.1
65	733	Taylor	12.7	12.8	13.3	13.6	13.1
66	750	Washington	13.1	13.0	12.7	13.4	13.0
67	789	Thomasville City	12.8	13.0	13.1	13.3	13.0
68	753	Wheeler	12.3	13.1	12.7	14.0	13.0
69	727	Stephens	12.5	12.8	13.2	13.5	13.0
70	729	Sumter	14.9	13.4	12.4	11.5	13.0
71	751	Wayne	13.5	12.7	12.8	13.0	13.0
72	735	Terrell	13.0	12.9	12.7	13.2	13.0
73	781	Marietta City	12.6	13.0	13.0	13.2	13.0
74	713	Pierce	12.8	12.9	13.0	13.0	12.9
75	758	Wilkinson	12.4	12.7	12.6	14.1	12.9
76	742	Turner	12.4	12.9	13.3	13.1	12.9
77	715	Polk	12.7	12.9	12.6	13.4	12.9
78	699	Meriwether	12.5	12.8	13.0	13.1	12.9
79	784	Pelham City	13.5	12.5	13.1	12.4	12.9
80	791	Trion City	13.1	12.4	13.0	12.9	12.9
81	625	Chatham	12.8	12.8	13.0	12.8	12.8
82	605	Baldwin	12.4	12.7	13.0	13.1	12.8
83	668	Habersham	12.6	12.6	12.7	13.2	12.8
84	673	Hart	11.7	12.5	13.2	13.7	12.8
85	618	Butts	13.1	12.6	12.6	12.7	12.8
86	701	Mitchell	11.9	13.2	13.1	12.8	12.7
87	672	Harris	12.6	12.4	12.9	12.9	12.7
88	677	Irwin	12.5	12.7	12.8	12.8	12.7
89	637	Cook	12.4	12.6	12.8	13.0	12.7
90	708	Oconee	12.7	12.4	12.8	12.9	12.7
91	704	Morgan	12.4	12.7	12.8	13.0	12.7
92	721	Richmond	12.9	12.6	12.6	12.6	12.7
93	650	Echols	12.2	12.2	12.7	13.5	12.7

Table XXXII, continued

Systems Ranked by Mean Experience (Highest to Lowest)

	Code	System Name	85-86	86-87	87-88	88-89	Rank Order
* 94	101	Baker/Mitchell	12.3	12.8	12.3	13.2	12.7
95	680	Jeff Davis	12.9	12.5	12.6	12.6	12.6
96	705	Murray	12.2	12.3	13.0	13.1	12.6
97	662	Glascock	11.3	12.8	13.2	13.5	12.6
98	652	Elbert	12.3	12.9	12.7	12.5	12.6
99	719	Rabun	12.6	13.4	11.9	12.6	12.6
100	744	Union	12.5	12.9	12.7	12.3	12.6
101	687	Laurens	12.1	12.4	12.7	13.1	12.6
102	748	Ware	11.8	12.5	12.8	13.3	12.6
103	681	Jefferson	12.4	13.7	12.2	12.1	12.6
104	685	Lamar	12.9	13.0	12.1	12.4	12.6
105	688	Lee	12.3	12.5	12.4	12.9	12.5
106	692	Lowndes	12.6	12.6	12.4	12.6	12.5
107	738	Toombs	12.2	12.6	13.0	12.0	12.5
108	726	Spalding	12.3	12.4	12.4	12.6	12.4
109	691	Long	12.1	12.9	12.4	12.3	12.4
110	697	McDuffie	12.6	12.6	12.1	12.4	12.4
111	780	LaGrange City	11.5	12.2	12.7	13.2	12.4
112	671	Haralson	12.7	12.4	12.0	12.2	12.3
113	665	Grady	11.9	12.6	12.5	12.2	12.3
114	631	Clayton	11.9	12.2	12.4	12.6	12.3
115	669	Hall	12.1	12.1	12.6	12.2	12.3
116	638	Coweta	11.9	12.4	12.6	12.1	12.3
117	641	Dade	12.6	12.2	12.3	11.9	12.2
118	644	DeKalb	12.2	12.3	12.3	12.1	12.2
119	722	Rockdale	11.9	12.3	12.2	12.3	12.2
120	679	Jasper	11.7	12.8	12.4	11.8	12.2
121	653	Emanuel	12.2	12.8	12.0	11.7	12.1
122	639	Crawford	11.9	12.6	12.2	11.8	12.1
123	624	Charlton	12.3	11.8	11.8	12.5	12.1
124	794	Waycross City	11.6	11.9	12.1	12.7	12.1
125	757	Wilkes	11.5	12.0	12.3	12.3	12.0
126	760	Americus City	11.7	12.9	11.5	12.0	12.0
127	775	Fitzgerald City	11.7	12.3	12.2	11.8	12.0
128	737	Tift	11.7	12.0	12.0	12.0	11.9
129	763	Bremen City	12.0	12.4	11.7	11.7	11.9
130	613	Brantley	11.3	11.9	12.1	12.3	11.9
131	660	Fulton	11.4	11.7	11.8	12.5	11.9
132	643	Decatur	12.0	11.7	11.6	12.1	11.9
133	683	Johnson	12.3	12.5	11.3	11.4	11.8
* 134	96	Marion/Schley/Webster	11.4	12.7	11.7	11.6	11.8
135	629	Clarke	11.7	12.0	11.8	11.8	11.8
136	627	Chattooga	12.2	11.8	11.5	11.6	11.8
137	682	Jenkins	11.9	11.9	11.8	11.4	11.8
138	623	Catoosa	11.2	11.4	11.9	12.4	11.7
139	698	McIntosh	12.1	12.8	11.3	10.7	11.7

* Combined Systems

Systems Ranked by Mean Experience (Highest to Lowest)

	Code	System Name	85-86	86-87	87-88	88-89	Rank Order
140	640	Crisp	11.0	11.8	11.8	12.1	11.7
141	707	Newton	10.7	11.4	11.9	12.2	11.6
142	709	Oglethorpe	11.3	11.5	11.3	12.0	11.5
143	732	Tattnall	11.9	11.3	11.6	11.3	11.5
144	716	Pulaski	11.2	11.6	11.5	11.7	11.5
145	764	Buford City	10.9	11.5	11.8	11.6	11.5
146	664	Gordon	10.8	11.4	11.8	11.8	11.4
147	634	Coffee	11.0	11.3	11.6	11.8	11.4
148	793	Vidalia City	11.6	10.9	11.5	11.7	11.4
149	622	Carroll	11.0	11.4	11.6	11.5	11.4
150	755	Whitfield	10.8	10.9	11.7	12.0	11.4
151	778	Hogansville City	10.1	12.1	12.3	11.2	11.4
152	633	Cobb	11.3	11.4	11.4	11.5	11.4
153	661	Gilmer	10.9	11.6	11.7	11.2	11.4
154	654	Evans	10.7	11.3	11.9	11.2	11.3
155	724	Screven	10.3	11.3	11.5	12.0	11.3
156	792	Valdosta City	11.0	11.2	11.6	11.1	11.2
157	747	Walton	10.5	11.2	11.5	11.4	11.2
158	702	Monroe	11.0	11.0	11.1	11.6	11.2
159	656	Fayette	10.8	11.0	11.1	11.5	11.1
160	720	Randolph	10.5	11.4	11.4	11.2	11.1
161	609	Ben Hill	11.2	11.1	11.1	11.0	11.1
162	606	Banks	10.6	11.2	11.2	11.2	11.1
163	695	Madison	10.8	11.4	11.0	10.8	11.0
164	741	Troup	11.0	11.0	10.7	11.1	11.0
165	686	Lanier	10.8	10.5	11.2	11.2	10.9
166	628	Cherokee	10.7	10.9	11.1	10.9	10.9
167	710	Paulding	10.4	10.8	11.1	11.3	10.9
168	636	Columbia	10.3	10.8	11.0	11.4	10.9
169	769	Chickamauga City	10.9	10.2	10.9	11.5	10.9
170	648	Douglas	10.5	10.7	11.2	11.0	10.9
171	620	Camden	11.5	11.0	10.8	10.2	10.8
172	712	Pickens	10.3	10.5	11.3	10.8	10.7
173	674	Heard	11.1	10.3	10.6	10.8	10.7
174	745	Upson	10.1	10.1	10.7	11.7	10.7
175	607	Barrow	10.4	10.8	11.0	10.4	10.6
176	693	Lumpkin	11.4	10.5	9.9	10.7	10.6
177	675	Henry	10.3	10.7	10.7	10.8	10.6
178	667	Gwinnett	10.3	10.4	10.4	10.8	10.5
179	608	Bartow	9.5	10.2	10.8	11.0	10.4
180	658	Forsyth	9.7	10.3	10.3	11.0	10.4
181	779	Jefferson City	8.9	9.9	11.1	11.8	10.3
182	642	Dawson	9.4	10.0	10.5	10.5	10.1
183	723	Schley	11.4	10.7	8.8	9.3	10.0
184	651	Effingham	9.5	9.8	10.1	10.5	10.0
185	615	Bryan	9.4	9.7	9.8	10.5	9.9
186	626	Chattahoochee	8.9	10.0	10.3	9.4	9.7
187	689	Liberty	9.0	9.4	9.4	9.2	9.2
188	678	Jackson	9.4	9.1	8.8	9.2	9.1
189	786	Social Circle City	7.7	8.5	10.0	9.6	9.0

CHAPTER V: ATTRITION

- The annual attrition rate for Georgia school personnel is just over 7 percent. In September of 1988, over 5,300 personnel did not return from the previous school year.

- Attrition (7%) and mobility (3%) together equal a "turnover" rate of over 10 percent annually for Georgia as a whole. For some systems, turnover was nearly 30 percent.

- Over half of those who left the work force in the past four years had less than 10 years experience.

.....

Each year, between 600 and 800 personnel leave the Georgia school work force after their first year.

.....

- In 1987-88, there were 12,571 personnel with 0-4 years State experience. The next year, 1,749 (14%) of these personnel did not return, an attrition rate nearly twice that of the total work force. Of those who left, 76 percent had regular certificates (S,T,N,PB).

- The 21 to 30 year age group showed the highest attrition over the four-year period. Nearly one-fourth (24%) of all personnel who were less than 30 in 1985-86 left the work force by 1988-89.

- Of classroom teachers, special education teachers had the highest average attrition, 9 percent; secondary teachers had the second highest average attrition, 8 percent.

.....

Georgia's reserve pool of secondary teachers is depleted because most high school teachers who leave public school teaching do not return.

.....

- Of the 2,900 personnel who are eligible for retirement each year, approximately 650 retire.

- Approximately 1 percent of all classroom teachers are promoted to non-classroom positions each year; these promotions create teaching vacancies that must be filled.

Table XXXIII

Total Work Force Attrition 1986 to 1989

	85-86 Total Count	86-87 Attrits	% Loss	87-88 Reents	86-87 Total Count	87-88 Attrits	% Loss	88-89 Reents	87-88 Total Count	88-89 Attrits	% Loss
Kindergarten/Elem/ Inst. Spec.	31,823	2,229	7.0%	267	35,077	2,490	7.1%	304	35,436	2,544	7.2%
* Secondary	16,722	1,436	8.6%	21	15,031	1,003	6.7%	106	15,379	1,271	8.3%
Special Education	7,847	857	10.9%	126	7,348	614	8.4%	103	7,692	668	8.7%
** Vocational	4,274	379	8.9%	1	2,967	302	10.2%	20	4,318	327	7.6%
Admin./Supervisory	6,737	409	6.1%	20	7,032	412	5.9%	27	7,091	370	5.2%
Supt./RESA Dir.	203	15	7.4%	0	202	8	4.0%	0	202	41	20.3%
Student Svcs.	1,999	141	7.1%	14	2,010	129	6.4%	9	2,088	117	5.6%
Missing (Prof Code)	44	2			19	1		0	20	0	
Total:	69,649	5,468	7.9%	449	69,686	4,959	7.1%	569	72,226	5,338	7.4%

* From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.
** In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes.

National Perspective

Of the three components necessary to obtain accurate forecasts of the demand for new teachers--enrollments, student/teacher ratios, and teacher attrition--teacher attrition is by far the most important and the most sensitive. However, it is also the most difficult to estimate.

Nationally, a critical lack of data exists, due in large part to gross inconsistencies in data collection methods and sporadic attempts to track public school personnel at the state level. Of course, states vary by region in their perceived needs to monitor teacher supply and demand as well as in their definitions and estimates of attrition. Federal data collection agencies such as the National Center for Education Statistics cite estimates of state level attrition which vary from 4 to 12 percent (NCES, 1988, 1986); the most recent unpublished tables from the Bureau of Labor Statistics cite elementary and secondary teacher turnover at 5 and 6 percent respectively (NCES, 1989). This situation gradually may be changing, however; during the last two to three years, at least a dozen states have completed or begun teacher supply and demand studies, and more are beginning to develop workable models.

The RAND Corporation, which has actively studied teacher supply and demand for much of this decade, has published several research reports which distill preliminary state level longitudinal research into some general findings and predictions. According to RAND, an

aging teacher force means that the number of retirements will climb in the future. That fact, combined with an influx of new teachers who have a traditionally higher turnover rate (many systems lose 50 percent within the first three to five years), could result in an increase in attrition within the next ten years (RAND, 1987). Recent state level studies continue to indicate that attrition rates vary by age, by experience, by subject taught, and by geographic region. Thus, using one rate to predict shortages across states, fields, grade levels, or regions within a state likely will not yield accurate results.

Although normal career patterns and life cycles of people are influenced by a multitude of factors, this human context for attrition decisions must be at least generally understood before the subtle, but more policy relevant, influences on attrition--like salary, working conditions, and learning environment--can be explored (RAND, 1987; NEA, 1987; WICHE, 1986). In summary, the combined research from these and other sources cites the following reasons for and proportions of attrition/mobility among teachers: 1) leave to teach in other districts, between 15 and 40 percent; 2) leave temporarily to tend to life cycle events such as marriage, childbirth and/or child-rearing, spouse employment relocation, or illness, to return to school, or to try another occupation, over 15 percent and as high as 40 percent; 3) leave permanently, either voluntarily or involuntarily, or due to retirement, the remaining 25 to 35 percent. A strong U-shaped relationship exists between age and years of experience over the life cycle for both men and women, with higher earlier attrition for women, nearly equal attrition during mid-career, and either the same or slightly higher attrition for women than for men in late career. Other factors being equal, teachers educated out-of-state appear to have higher attrition rates than in-state graduates (RAND, 1987; NEA, 1987; SREI, 1985).

Georgia Attrition

This section presents attrition and retention data for the entire Georgia public school work force over the four-year tracking period. Personnel files were merged by Social Security number to build analytic files that allowed tracking of personnel over time to determine (a) if personnel were returning to teaching and/or administration, or if they were new to either the system or the State and (b) if they were present the following year, in the same system or another, or if they had left the Georgia public schools altogether (RAND, 1987). Attrition includes all personnel who were present in the work force one year and absent in the subsequent year. Whether the separation is voluntary or involuntary is not known at this time.

Total Work Force: The attrition rate for all Georgia public school personnel was 7.9 percent in 1986-87; 7.1 percent in 1987-88; and

7.4 percent in 1988-89. In addition to personnel who leave the public school work force (either temporarily or permanently), another 3 percent (about 2,300 personnel) leave their home systems each year to assume a position in another school system.

In 1987-88, attrition and mobility among Georgia's 186 school systems varied considerably--from a yearly high of 29.5 percent in some systems to a low of only 2 percent attrition/mobility in a few systems. Although the majority of the school systems fall in the range of 10 to 15 percent attrition/mobility, supply and demand for teachers and for other specific school personnel are most accurately evaluated by careful examination of both subject area and certification categories, rather than at the aggregate level. Among all major personnel classifications, special education teachers relocate at the greatest rate--5.7 percent annually. Principals relocate at the lowest rate--1.7 percent annually.

Classroom Teachers: Of classroom teachers, special education teachers have the highest average attrition--9 percent--over the tracking period, although the percentage loss of special education teachers has decreased from 11 percent in 1986-87 to 9 percent in 1988-89. Secondary teachers show the second highest average attrition of all classroom teachers--8 percent over the tracking period. Kindergarten, elementary, and elementary instructional specialists lost a steady 7 percent of their personnel each year --the third highest attrition among classroom teachers.

Reserve Pool: Personnel who exit the school work force before retirement become part of a "reserve pool" from which a portion of future hiring demands are satisfied. Typically, 42 percent of Georgia's annual public school hiring comes from the reserve pool; nationally, one-half to two-thirds of annual hiring is from the reserve pool (RAND, 1988). In 1989, only 11 percent of kindergarten hiring came from the reserve pool. For kindergarten teachers, the reserve pool has been somewhat depleted by recent hiring surges in 1986 of full-day kindergarten statewide. At the secondary level, only 17 percent of those hired in 1989 were from Georgia's reserve pool. The reserve pool of secondary teachers is depleted because the majority of high school teachers who leave public school teaching do not return.

Reentry: Rates of reentry in the total public school work force differ greatly by area of professional specialization and by individual system. In the State as a whole, return rates were slightly higher during the last two years of tracking, although those who left did not return in large numbers. During the four years of tracking, 12 percent of the elementary teachers who left returned after stopping out for one year. Only 21 secondary teachers (1 percent) who stopped out during 1987 returned in 1988; however, 11 percent of those who left in 1987 returned in 1989.

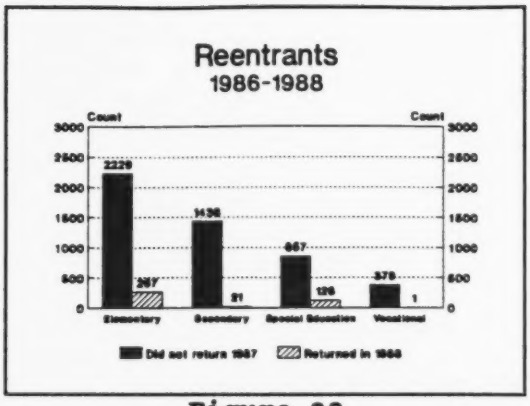

Figure 28

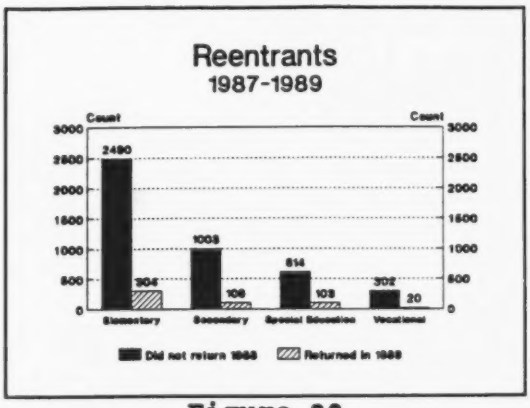

Figure 29

Certificates: A summary of total personnel attrition according to the three certification types--teaching, service, and leadership --reveals the following distributions. Of the nearly 5,500 personnel who left the work force in 1985-86, 84 percent had teaching certificates; 5 percent had service certificates; 5 percent had leadership certificates; and the remaining 6 percent had no certificates. In both 1986-87 and 1987-88, attrition by certificate shifted somewhat: 88 percent of those who left had teaching certificates; service and leadership attrition remained at 5 percent; attrition of personnel with no certificates decreased to 2 percent.

Table XXXIV

Attrition Classification by Gender

	1986 to 1987				1987 to 1988				1988 to 1989			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS												
Kindergarten	9	1	204	214	0	3	236	239	0	5	282	287
Elem. Inst. Spec.	2	28	86	116	0	38	76	114	0	39	132	171
Elementary	49	114	1,736	1,899	0	284	1,853	2,137	0	156	1,930	2,086
*Secondary	55	486	895	1,436	0	378	625	1,003	0	433	838	1,271
**Vocational	17	163	199	379	0	156	146	302	0	161	166	327
Special Education	27	75	755	857	0	48	566	614	0	59	609	668
	159	867	3,875	4,901	0	907	3,502	4,409	0	853	3,957	4,810
STUDENT SERVICES												
Elem. Counselors	0	3	16	19	0	2	17	19	0	0	17	17
Sec. Counselors	0	15	41	56	0	19	40	59	0	8	48	56
School Psychol.	0	5	6	11	0	2	9	11	0	3	10	13
School Psychom.	0	8	13	21	0	2	13	15	0	1	8	9
Visit. Teachers	0	9	7	16	0	7	3	10	0	4	9	13
Other Stud. Srvcs.	1	4	13	18	0	5	10	15	0	3	6	9
	1	44	96	141	0	37	92	129	0	19	98	117
ADMIN./SUPERVISORY												
Principals	0	89	23	112	0	76	23	99	0	71	24	95
Asst. Principals	0	35	14	49	0	32	12	44	0	23	16	39
Librarians	0	5	110	115	0	6	120	126	0	5	110	115
Curriculum Spec.	0	6	6	12	0	1	9	10	0	1	6	7
Dir. Curric./Inst.	0	8	9	17	0	10	20	30	0	9	6	15
Comm. Schl. Coord.	0	1	2	3	0	0	0	0	0	1	1	2
Plant/Maintenance	0	1	0	1	0	1	0	1	0	3	0	3
Transp. Pers.	0	3	0	3	0	5	0	5	0	5	0	5
Food Srvc. Admin.	2	1	5	8	0	1	6	7	0	0	8	8
Inst. Supervisor	0	3	11	14	0	10	15	25	0	4	19	23
Finance/Business	0	1	1	2	0	3	0	3	0	0	1	1
Planning/Eval.	0	0	1	1	0	1	1	2	0	0	0	0
Dir. Comm. Schl.	0	0	1	1	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	10	3	13	0	10	0	10	0	15	2	17
Spec. Ed. Dir.	0	30	9	39	0	3	4	7	0	1	5	6
Spec. Ed. Consult.	0	3	12	15	0	0	5	5	0	2	6	8
Kindergarten Dir.	0	0	3	3	0	0	0	0	0	0	0	0
Kindergarten Consult.	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	0	1	1	0	27	11	38	0	16	10	26
	2	196	211	409	0	186	226	412	0	156	214	370
SUPERINTENDENTS	0	12	1	13	0	6	0	6	0	34	2	36
RESA DIRECTORS	0	2	0	2	0	2	0	2	0	4	1	5
MISSING (Prof Code)	1	0	1	2	0	0	1	1	0	0	0	0
WORK FORCE TOTAL	163	1,121	4,184	5,468	0	1,138	3,821	4,959	0	1,066	4,272	5,338
Percentages		21%	79%			23%	77%			20%	80%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

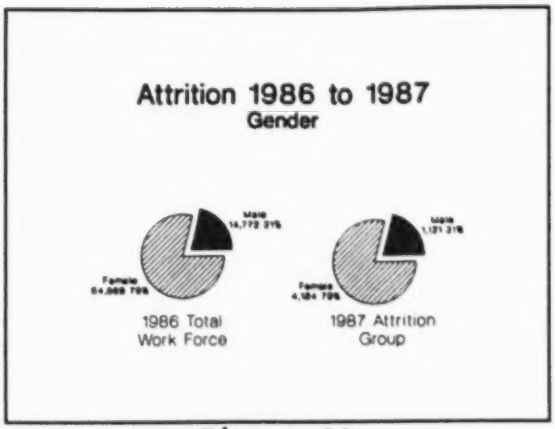

Figure 30

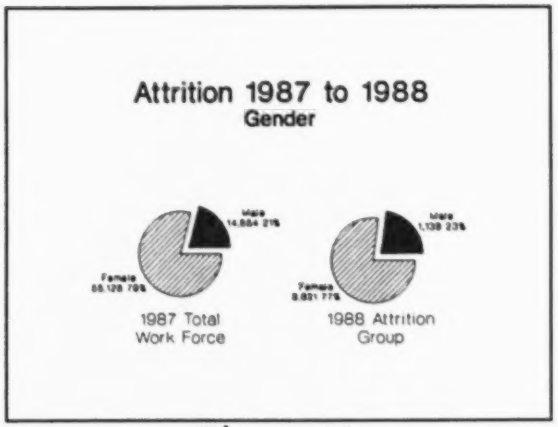

Figure 31

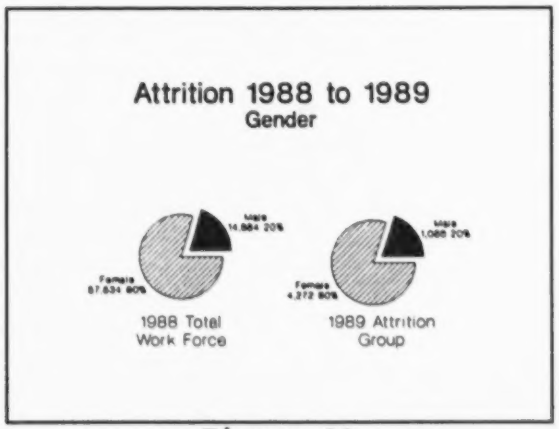

Figure 32

Table XXXV

Range Distribution of Attrition Age

	1986 to 1987		1987 to 1988		1988 to 1989	
Age	Count	%	Count	%	Count	%
Below 21	0	0.0%	1	0.0%	0	0.0%
21-25	416	8.6%	407	8.9%	482	9.7%
26-30	1,028	21.4%	892	19.6%	981	19.8%
31-35	916	19.0%	796	17.5%	840	17.0%
36-40	729	15.2%	744	16.3%	744	15.0%
41-45	399	8.3%	438	9.6%	537	10.8%
46-50	242	5.0%	237	5.2%	260	5.3%
51-55	307	6.4%	316	6.9%	357	7.2%
56-60	363	7.5%	368	8.1%	396	8.0%
61-65	321	6.7%	282	6.2%	282	5.7%
66+	90	1.9%	72	1.6%	72	1.5%
	4,811	100.0%	4,553	100.0%	4,951	100.0%
Missing (Age)	657		406		387	
Total:	5,468		4,959		5,338	

Percentages do not always sum to 100 due to rounding.

Table XXXVI

Attrition Classification by Age 1986 to 1989

	1986 to 1987		1987 to 1988		1988 to 1989	
	Count	Mean Age	Count	Mean Age	Count	Mean Age
Kindergarten	214	36.16	239	37.86	287	35.04
Elementary	1,899	38.68	2,137	37.85	2,086	38.60
Instructional Specialists	116	36.36	114	34.69	171	34.49
Secondary	1,436	37.90	1,003	38.89	1,271	38.22
Vocational	379	42.86	302	44.09	327	42.54
Special Education	857	35.01	614	35.76	668	36.67
Student Services	141	46.42	129	46.45	117	47.70
Administrative & Supervisory	409	52.32	412	52.60	370	51.93
Superintendents	13	54.38	6	55.00	36	54.64
RESA Directors	2	62.50	2	58.50	5	56.80
Missing (Prof Code)	2		1		0	
Total:	5,468	39.26	4,959	39.53	5,338	39.38

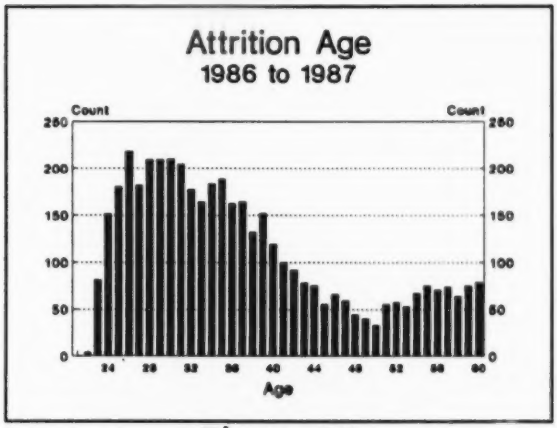

Figure 33

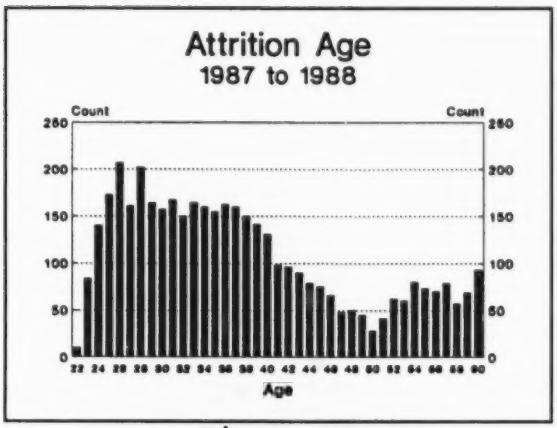

Figure 34

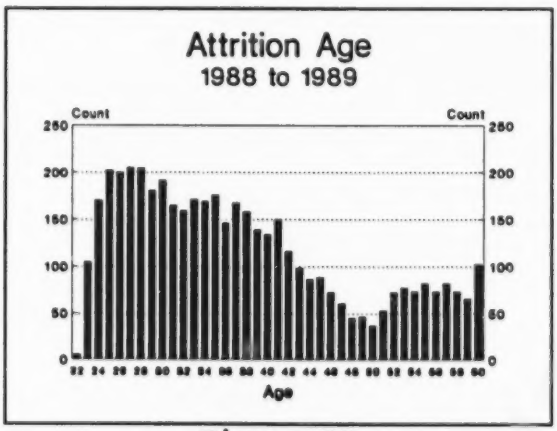

Figure 35

Table XXXVII

Range Distribution of Attrition State Experience

Years of Experience	1986 to 1987 Count	1986 to 1987 %	1987 to 1988 Count	1987 to 1988 %	1988 to 1989 Count	1988 to 1989 %
0- 4	1,706	31.2%	1,506	30.4%	1,749	32.8%
5- 9	1,372	25.1%	1,135	22.9%	1,168	21.9%
10-14	686	12.5%	690	13.9%	712	13.3%
15-19	374	6.8%	404	8.1%	413	7.7%
20-24	244	4.5%	220	4.4%	218	4.1%
25-29	377	6.9%	385	7.8%	437	8.2%
30-34	415	7.6%	375	7.6%	426	8.0%
35-39	237	4.3%	183	3.7%	176	3.3%
40-44	49	0.9%	51	1.0%	30	0.6%
Over 44	8	0.1%	10	0.2%	9	0.2%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%
Total:	5,468	100.0%	4,959	100.0%	5,338	100.0%

Percentages do not always sum to 100 due to rounding.

Table XXXVIII

Attrition Classification by State Experience 1986 to 1989

	1986 to 1987 Count	1986 to 1987 Mean Experience	1987 to 1988 Count	1987 to 1988 Mean Experience	1988 to 1989 Count	1988 to 1989 Mean Experience
Kindergarten	214	7.89	239	9.89	287	7.89
Elementary	1,899	13.02	2,137	11.44	2,086	12.17
Instructional Specialists	116	10.41	114	8.62	171	7.99
Secondary	1,436	10.09	1,003	12.24	1,271	10.31
Vocational	379	12.25	302	12.29	327	13.15
Special Education	857	7.34	614	8.65	668	8.55
Student Services	141	18.82	129	19.57	117	20.11
Administrative & Supervisory	409	24.16	412	24.50	370	24.45
Superintendents	13	30.92	6	30.33	36	29.97
RESA Directors	2	33.00	2	33.00	5	30.80
Missing (Prof Code)	2		1		0	
Total:	5,468	12.08	4,959	12.50	5,338	12.13

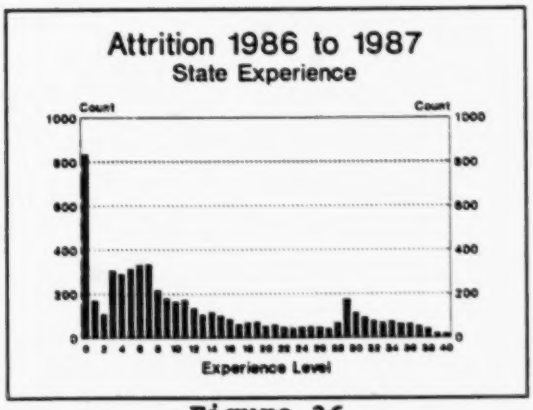

Figure 36

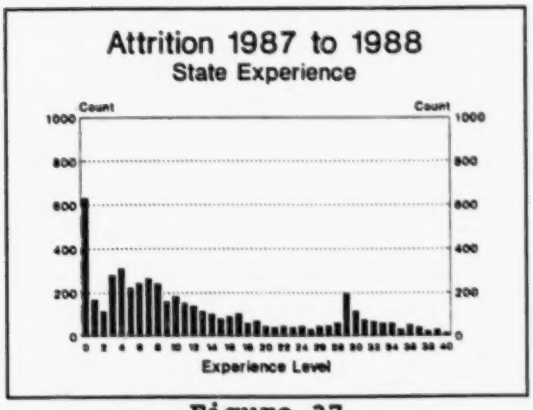

Figure 37

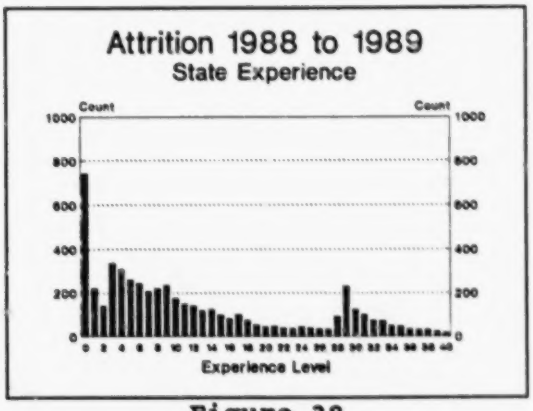

Figure 38

Table XXXIX

Attrition of Regular Kindergarten and Elementary Classroom Teachers 1986 to 1989

	85-86 Total Count	86-87 Attrits	% Loss	87-88 Reents	86-87 Total Count	87-88 Attrits	% Loss	88-89 Reents	87-88 Total Count	88-89 Attrits	% Loss
Kindergarten											
Teacher, Non-Handicapped	1,720	108	6.3%	20	2,209	138	6.2%	18	2,350	165	7.0%
Teacher, Handicapped	40	5	12.5%	0	25	3	12.0%	0	30	4	13.3%
Teacher, Handicapped/Non-Handicapped (Combined)	2,008	101	5.0%	11	1,806	98	5.4%	16	1,886	118	6.3%
Total:	3,768	214	5.7%	31	4,040	239	5.9%	34	4,266	287	6.7%
Elementary											
Teacher, No Grade Assignment	3,310	290	8.8%	11	4,448	567	12.7%	57	3,161	308	9.7%
Teacher, Grade 1	4,278	283	6.6%	32	4,487	265	5.9%	34	4,541	322	7.1%
Teacher, Grade 2	3,698	249	6.7%	38	3,921	239	6.1%	24	4,154	279	6.7%
Teacher, Grade 3	3,387	235	6.9%	30	3,764	217	5.8%	32	3,902	242	6.2%
Teacher, Grade 4	3,262	221	6.8%	28	3,315	216	6.5%	17	3,479	241	6.9%
Teacher, Grade 5	3,112	219	7.0%	14	3,237	217	6.7%	23	3,333	256	7.7%
Teacher, Grade 6	2,962	212	7.2%	21	3,166	215	6.8%	34	3,213	209	6.5%
Teacher, Grade 7	2,515	186	7.4%	36	2,794	198	7.1%	26	2,971	228	7.7%
Vocational, Grade 7	39	4	10.3%	0	25	3	12.0%	1	7	1	14.3%
Total:	26,563	1,899	7.1%	210	29,157	2,137	7.3%	248	28,761	2,086	7.3%
Instructional Specialists											
Arts, K-8	158	20	12.7%	2	213	6	2.8%	1	307	28	9.1%
Music, K-8	598	53	8.9%	12	706	54	7.6%	10	874	79	9.0%
Physical Education, K-8	736	43	5.8%	12	961	54	5.6%	11	1228	64	5.2%
Total:	1,492	116	7.8%	26	1,880	114	6.1%	22	2,409	171	7.1%
Grand Total:	31,823	2,229	7.0%	267	35,077	2,490	7.1%	304	35,436	2,544	7.2%

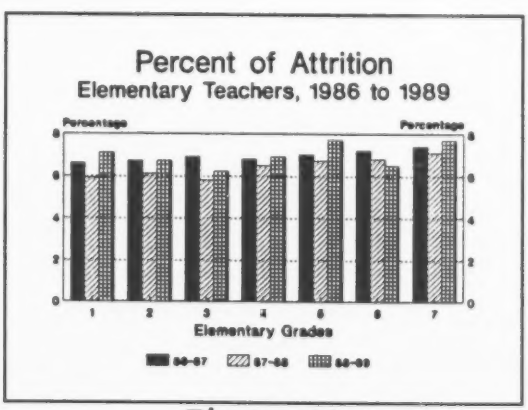

Figure 39

Table XL

Attrition of Secondary Classroom Teachers 1986 to 1989

Classroom Teacher, Grades 8-12	85-86 Total Count	86-87 Attrits	% Loss	87-88 Reents	86-87 Total Count	87-88 Attrits	% Loss	88-89 Reents
Self Contained	476	36	7.6%	0	170	12	7.1%	2
Art	444	40	9.0%	1	296	23	7.8%	2
English (Speech/Drama)	3,754	319	8.5%	7	2,377	163	6.9%	22
Foreign Language	685	109	15.9%	1	450	37	8.2%	7
Health, Physical Ed. (Dance)	2,106	133	6.3%	3	1,462	80	5.5%	9
Mathematics	2,876	232	8.1%	2	1,853	118	6.4%	9
Music	829	90	10.9%	2	564	53	9.4%	7
Science	2,543	265	10.4%	3	1,549	105	6.8%	12
Social Science	2,930	205	7.0%	2	1,815	109	6.0%	9
R.O.T.C.	79	7	8.9%	0	51	3	5.9%	0
* Codes 108, 109, 110, 111, 112, 113					4,444	300	6.8%	27
Total:	16,722	1,436	8.6%	21	15,031	1,003	6.7%	106

* From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes by assigning them codes 108-113. In 1987-88, secondary classroom teachers totaled 15,379; the attrition group numbered 1,271 (8.3% loss).

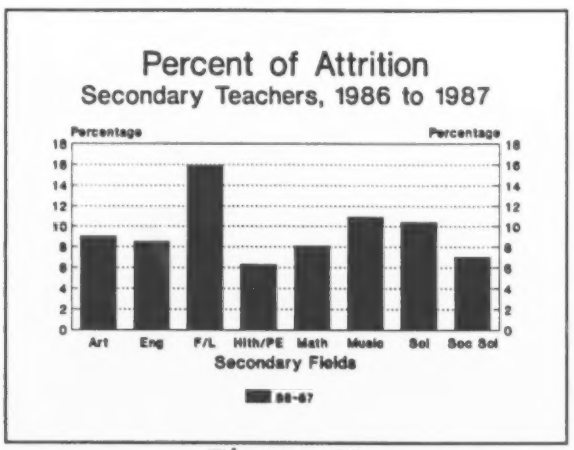

Figure 40

Table XLI

Attrition of Vocational Education Teachers 1986 to 1988

Vocational Education Teacher, 8-12	85-86 Total Count	86-87 Attrits	% Loss	87-88 Reents	86-87 Total Count	87-88 Attrits	% Loss	88-89 Reents
Agriculture	298	26	8.7%	0	219	21	9.6%	2
Business Education	988	69	7.0%	0	711	52	7.3%	3
Distributive Education	105	11	10.5%	0	60	3	5.0%	0
Home Economics	754	79	10.5%	1	494	36	7.3%	4
Industrial Arts	467	46	9.9%	0	331	22	6.6%	3
Vocational Education (DCT, VOT, CVAE, PECE)	720	38	5.3%	0	493	43	8.7%	5
Trade and Industry	942	110	11.7%	0	659	125	19.0%	3
Total:	4,274	379	8.9%	1	* 2,967	302	10.2%	20

* Reflects the creation of the Board of Post-Secondary Vocational Education.

Table XLII

Attrition of Vocational Education Teachers 1988 to 1989

Vocational Education Teacher, 6-12	87-88 Total Count	88-89 Attrits	% Loss
Teacher of Agriculture	15	0	0.0%
Teacher of Business Education	64	8	12.5%
Teacher of Distributive Education	6	0	0.0%
Teacher of Home Economics	63	1	1.6%
Teacher of Industrial Arts	17	1	5.9%
Teacher of Vocational Education (DCT,VOT,CVAE,PECE)	36	3	8.3%
Teacher of Trade and Industry	27	3	11.1%

(continued on following page)

Table XLII, continued

Attrition of Vocational Education Teachers 1988 to 1989

(continued from previous page)	87-88 Total Count	88-89 Attrits	% Loss
Agriculture Mini-Exploratory	24	0	0.0%
Home Economics Mini-Exploratory	151	14	9.3%
Industrial Arts Mini-Exploratory	151	21	13.9%
Program of Education and Career Exploratory (PECE)	27	2	7.4%
Business Mini-Exploratory	62	9	14.5%
Coordinated Vocational and Academic Ed. (CVAE)	9	0	0.0%
Agriculture Production	159	11	6.9%
Agriculture Mechanics	7	0	0.0%
Ornamental Horticulture	53	7	13.2%
Forestry	2	0	0.0%
Young Farmer	39	3	7.7%
Adult Agriculture and Camp Personnel	5	0	0.0%
Marketing Education	118	5	4.2%
Health Occupation	134	19	14.2%
Consumer Homemaking	432	16	3.7%
Care and Guidance of Children	47	3	6.4%
Clothing Management	9	1	11.1%
Food Management	32	3	9.4%
Interrelated Home Economics (Co-op)	20	1	5.0%
Industrial Arts (High Schools)	267	30	11.2%
Vocational Directors - LEA	50	1	2.0%
Vocational Directors - RESA	5	0	0.0%
Vocational Supervisor (School Level)	159	9	5.7%
Program of Education and Career Exploratory (PECE)	47	0	0.0%
General Business	605	45	7.4%
Vocational Office Training	221	16	7.2%
Business Data Processing	143	6	4.2%
Intensive Office Procedures	38	0	0.0%
Diversified Cooperative Training	165	12	7.3%
Electro Mechanical Occupations	45	2	4.4%
Body and Fender Repair	19	0	0.0%
Transportation Occupations (Auto Mechanics)	164	19	11.6%
Fine Arts Occupations (Mass Media - Commercial Arts)	4	2	50.0%
Construction Occupations	145	14	9.7%
Drafting Occupations	61	4	6.6%
Electronics Occupations	22	8	36.4%
Educational Media Technology (Radio/TV Production)	2	0	0.0%
Graphic Arts Occupations	50	3	6.0%
Metalworking Occupations	88	6	6.8%
Cosmetology	38	3	7.9%
Law Enforcement Training	2	0	0.0%
Quantity Food Occupations	11	0	0.0%
Textile Fabrication	3	0	0.0%
Related Vocational Instruction (RVI), Voc. Ed. Funds Only	109	6	5.5%
Coordinated Vocational and Academic Education (CVAE)	146	10	6.8%
Total:	4,318	327	7.6%

Table XLIII

Attrition of Special Education Teachers 1986 to 1989

	85-86 Total Count	86-87 Attrits	% Loss	87-88 Reents	86-87 Total Count	87-88 Attrits	% Loss	88-89 Reents	87-88 Total Count	88-89 Attrits	% Loss
Behaviorally Disordered	1,082	155	14.3%	19	928	93	10.0%	17	963	95	9.9%
Mildly Mentally Handicapped (Educable Mentally Retarded)	1,355	145	10.7%	24	1,214	103	8.5%	17	1,266	91	7.2%
Gifted	904	56	6.2%	12	842	40	4.8%	7	908	72	7.9%
Hearing Impaired	162	22	13.6%	1	142	17	12.0%	3	148	27	18.2%
Deaf	8	0	0.0%	0	11	3	27.3%	1	8	0	0.0%
Hospital/Homebound	115	8	7.0%	1	93	4	4.3%	1	81	1	1.2%
Learning Disabled	1,101	108	9.8%	11	962	80	8.3%	17	940	82	8.7%
Severely Mentally Handicapped (Severely Mentally Retarded)	158	26	16.5%	8	184	14	7.6%	2	249	20	8.0%
Multi-handicapped	70	9	12.9%	1	89	11	12.4%	1	86	9	10.5%
Speech-Impaired	817	122	14.9%	11	750	89	11.9%	10	792	87	11.0%
Moderately Mentally Handicapped (Retarded)	409	39	9.5%	10	441	30	6.8%	3	461	32	6.9%
Visually Impaired	76	13	17.1%	2	70	8	11.4%	3	65	8	12.3%
Blind	4	0	0.0%	0	3	0	0.0%	0	4	0	0.0%
Interrelated Programs	1,327	135	10.2%	24	1,364	103	7.6%	20	1,544	132	8.5%
Audiologist	17	2	11.8%	1	17	3	17.6%	0	18	3	16.7%
Orthopedically (Physically) Handicapped	64	9	14.1%	0	60	5	8.3%	1	71	4	5.6%
Related Vocational Instruction, Special Education Funds Only	114	5	4.4%	0	112	7	6.3%	0	23	0	0.0%
Psycho-Ed Program Director	30	1	3.3%	0	30	1	3.3%	0	28	2	7.1%
GLRS Center Director	17	0	0.0%	0	17	3	17.6%	0	15	1	6.7%
Child Serve Director	17	2	11.8%	1	19	0	0.0%	0	22	2	9.1%
Total:	7,847	857	10.9%	126	7,348	614	8.4%	103	7,692	668	8.7%

Table XLIV

Attrition of Student Services Personnel 1986 to 1989

	85-86 Total Count	86-87 Attrits	% Loss	87-88 Reents	86-87 Total Count	87-88 Attrits	% Loss	88-89 Reents	87-88 Total Count	88-89 Attrits	% Loss
Elementary Counselor, Non-Teaching	247	18	7.3%	1	266	18	6.8%	0	335	13	3.9%
Elementary Counselor, Part-time Teacher, (1-7)	15	1	6.7%	0	21	1	4.8%	1	21	4	19.0%
Secondary Counselor, Non-Teaching	994	56	5.6%	5	998	57	5.7%	4	998	56	5.6%
Secondary Counselor, Part-time Teacher, (8-12)	10	0	0.0%	0	11	2	18.2%	0	8	0	0.0%
School Psychologist	168	11	6.5%	2	182	11	6.0%	1	196	13	6.6%
School Psychometrist	211	21	10.0%	3	185	15	8.1%	1	183	9	4.9%
Visiting Teacher	203	16	7.9%	1	199	10	5.0%	0	199	13	6.5%
Other Certified Student Services Personnel	151	18	11.9%	2	148	15	10.1%	2	148	9	6.1%
Total:	1,999	141	7.1%	14	2,010	129	6.4%	9	2,088	117	5.6%

Table XLV

Attrition of Administrative and Supervisory Personnel 1986 to 1989

	85-86 Total Count	86-87 Attrits	% Loss	87-88 Reents	86-87 Total Count	87-88 Attrits	% Loss	88-89 Reents	87-88 Total Count	88-89 Attrits	% Loss
Principals	1,779	112	6.3%	1	1,770	99	5.6%	2	1,752	95	5.4%
Assistant Principals	1,022	49	4.8%	4	1,209	44	3.6%	7	1,365	39	2.9%
Librarians	1,883	115	6.1%	7	1,924	126	6.5%	7	1,923	115	6.0%
Curriculum Specialists	206	12	5.8%	0	198	10	5.1%	1	220	7	3.2%
Directors, Curric./Instruction	358	17	4.7%	1	330	30	9.1%	2	312	15	4.8%
Community School Coordinators	24	3	12.5%	0	23	0	0.0%	0	25	2	8.0%
Plant Maintenance Personnel	21	1	4.8%	0	29	1	3.4%	1	29	3	10.3%
Transportation Personnel	30	3	10.0%	0	33	5	15.2%	1	35	5	14.3%
Food Service Administrators	122	8	6.6%	1	134	7	5.2%	0	147	8	5.4%
Instructional Supervisors	291	14	4.8%	2	365	25	6.8%	1	354	23	6.5%
Finance and Business Personnel	41	2	4.9%	0	43	3	7.0%	0	49	1	2.0%
Planning/Evaluation Personnel	45	1	2.2%	0	53	2	3.8%	0	50	0	0.0%
Directors of Community and School Programs	6	1	16.7%	0	7	0	0.0%	0	9	0	0.0%
Deputy, Associate, Assistant, Area Superintendents	104	13	12.5%	0	126	10	7.9%	1	135	17	12.6%
Special Education Directors	159	15	9.4%	1	151	7	4.6%	1	159	6	3.8%
Special Educational Consultants	122	3	2.5%	1	116	5	4.3%	0	114	8	7.0%
Kindergarten Directors	5	0	0.0%	0	5	0	0.0%	0	4	0	0.0%
Kindergarten Consultants	2	1	50.0%	0	0	0	0.0%	0	0	0	0.0%
Other Certified Personnel	517	39	7.5%	2	516	38	7.4%	3	409	26	6.4%
Total:	6,737	409	6.1%	20	7,032	412	5.9%	27	7,091	370	5.2%

Table XLVI

1989 Systems Ranked by Personnel Turnover
(Attrition and Mobility Which Occurred in 1987-88)

	Code	System Name	% Rate
1	670	Hancock Co	29.46
2	778	Hogansville City	29.09
3	691	Long Co	26.56
4	779	Jefferson City	23.17
5	698	McIntosh Co	22.95
6	662	Glascock Co	22.22
7	689	Liberty Co	21.79
8	791	Trion City	21.31
9	685	Lamar Co	20.86
10	672	Harris Co	20.34
11	732	Tattnall Co	19.16
12	681	Jefferson Co	19.07
13	607	Barrow Co	18.27
14	730	Talbot Co	17.65
15	617	Burke Co	17.32
16	764	Buford City	17.31
17	775	Fitzgerald City	17.11
18	674	Heard Co	16.95
19	682	Jenkins Co	16.67
20	701	Mitchell Co	16.67
21	718	Quitman Co	16.67
22	729	Sumter Co	16.54
23	683	Johnson Co	15.89
24	743	Twiggs Co	15.70
25	624	Charlton Co	15.52
26	720	Randolph Co	15.52
27	769	Chickamauga City	15.38
28	642	Dawson Co	15.32
29	702	Monroe Co	15.25
*30	128	Quitman/Stewart	15.15
31	793	Vidalia City	15.15
32	654	Evans Co	15.13
*33	101	Baker/Mitchell	15.07
34	713	Pierce Co	14.63
35	747	Walton Co	14.55
36	792	Valdosta City	14.51
37	773	Decatur City	14.44
38	664	Gordon Co	14.38
39	646	Dooly Co	14.18
40	620	Camden Co	14.14
41	644	DeKalb Co	14.03
42	754	White Co	13.99
43	613	Brantley Co	13.91
44	786	Social Circle City	13.89
45	629	Clarke Co	13.84
46	675	Henry Co	13.83
47	784	Pelham City	13.76
48	686	Lanier Co	13.75
49	665	Grady Co	13.61
50	711	Peach Co	13.60
51	699	Meriwether Co	13.54
52	679	Jasper Co	13.48
53	641	Dade Co	13.48
54	765	Calhoun City	13.45
55	603	Bacon Co	13.43
56	757	Wilkes Co	13.33
57	614	Brooks Co	13.33
58	710	Paulding Co	13.10
59	766	Carrollton City	13.09
60	794	Waycross City	13.08
61	612	Bleckley Co	13.04
62	618	Butts Co	12.96
63	760	Americus City	12.96
64	758	Wilkinson Co	12.86
65	763	Bremen City	12.82
*66	96	Marion/Schley/Webster	12.73
67	749	Warren Co	12.68
68	609	Ben Hill Co	12.66
69	643	Decatur Co	12.63
70	678	Jackson Co	12.39
71	789	Thomasville City	12.35
72	648	Douglas Co	12.20
73	650	Echols Co	12.20
74	723	Schley Co	12.12
75	737	Tift Co	12.03
76	638	Coweta Co	11.83
77	738	Toombs Co	11.81
78	741	Troup Co	11.71
79	707	Newton Co	11.61
80	771	Commerce City	11.54
81	651	Effingham Co	11.53
82	721	Richmond Co	11.51
83	726	Spalding Co	11.48
84	622	Carroll Co	11.41
85	610	Berrien Co	11.35
86	615	Bryan Co	11.34
87	759	Worth Co	11.34
88	652	Elbert Co	11.11
89	661	Gilmer Co	11.03
90	653	Emanuel Co	10.95
91	671	Haralson Co	10.92
92	621	Candler Co	10.89
93	772	Dalton City	10.80
94	602	Atkinson Co	10.75
95	627	Chattooga Co	10.63
96	780	LaGrange City	10.62

*Combined Systems

1989 Systems Ranked by Personnel Turnover (Attrition and Mobility Which Occurred in 1987-88)

Code	System Name	% Rate
97 722	Rockdale Co	10.60
98 636	Columbia Co	10.57
99 660	Fulton Co	10.54
100 695	Madison Co	10.53
101 785	Rome City	10.49
102 633	Cobb Co	10.45
103 755	Whitfield Co	10.42
104 657	Floyd Co	10.40
105 724	Screven Co	10.40
106 703	Montgomery Co	10.39
107 635	Colquitt Co	10.39
108 608	Bartow Co	10.36
109 626	Chatahoochee Co	10.34
110 611	Bibb Co	10.24
111 659	Franklin Co	10.19
112 774	Dublin City	10.09
113 752	Webster Co	10.00
114 697	McDuffie Co	10.00
115 751	Wayne Co	9.96
116 745	Upson Co	9.95
117 625	Chatham Co	9.85
118 750	Washington Co	9.84
119 715	Polk Co	9.81
120 714	Pike Co	9.73
121 735	Terrell Co	9.70
122 605	Baldwin Co	9.70
123 677	Irwin Co	9.65
124 781	Marietta City	9.63
125 746	Walker Co	9.55
126 684	Jones Co	9.48
127 639	Crawford Co	9.47
128 634	Coffee Co	9.36
129 692	Lowndes Co	9.35
130 616	Bulloch Co	9.23
131 676	Houston Co	9.21
132 606	Banks Co	9.18
133 748	Ware Co	9.13
134 640	Crisp Co	9.12
135 663	Glynn Co	9.06
136 667	Gwinnett Co	9.00
137 688	Lee Co	8.91
138 693	Lumpkin Co	8.89
139 647	Dougherty Co	8.82
140 687	Laurens Co	8.72
141 601	Appling Co	8.71
142 706	Muscogee Co	8.67
143 632	Clinch Co	8.65
144 704	Morgan Co	8.64
145 658	Forsyth Co	8.63
146 680	Jeff Davis Co	8.59
147 725	Seminole Co	8.55
148 655	Fannin Co	8.43
149 733	Taylor Co	8.33
150 628	Cherokee Co	8.23
151 666	Greene Co	8.18
152 736	Thomas Co	8.16
153 631	Clayton Co	8.05
154 742	Turner Co	8.03
155 740	Treutlen Co	7.95
156 709	Oglethorpe Co	7.94
157 788	Thomaston City	7.84
158 645	Dodge Co	7.73
159 731	Taliaferro Co	7.69
160 776	Gainesville City	7.66
161 623	Catoosa Co	7.32
162 669	Hall Co	7.09
163 673	Hart Co	7.02
164 637	Cook Co	6.99
165 649	Early Co	6.82
166 761	Atlanta City	6.79
167 656	Fayette Co	6.78
168 719	Rabun Co	6.77
169 690	Lincoln Co	6.52
170 767	Cartersville City	6.47
171 756	Wilcox Co	6.32
172 705	Murray Co	6.30
173 712	Pickens Co	6.00
174 694	Macon Co	5.88
175 700	Miller Co	5.62
176 604	Baker Co	5.56
177 716	Pulaski Co	5.36
178 727	Stephens Co	5.19
179 696	Marion Co	5.00
180 753	Wheeler Co	5.00
181 668	Habersham Co	4.97
182 708	Oconee Co	4.79
183 717	Putnam Co	4.41
184 744	Union Co	4.07
185 734	Telfair Co	3.85
186 619	Calhoun Co	3.53
187 630	Clay Co	3.33
188 728	Stewart Co	2.22
189 739	Towns Co	2.17

CHAPTER VI: CERTIFICATION

- In 1988-89, 44 percent of all personnel in the Georgia work force were certified at the bachelor's degree level, 44 percent at the master's degree level, 10 percent at the education specialist degree level, and 2 percent at the doctoral degree level.
- In 1988-89, leadership personnel held the following proportions of degrees: Bachelors, 4%; Masters, 46%; Education Specialists, 40%; Doctorates, 10%.
- Nearly one-fifth (14,408) of all Georgia personnel have achieved performance-based certification.
- In 1988-89, 19 percent of classroom teachers used life certificates; administrators, 26 percent.
- Provisionally certified teachers seek standard certification through alternate routes at the rate of 1.3 percent annually--nearly 1,000 personnel in 1989.

Table XLVIII

Performance-Based Certificates and Life Certificates

	Performance-Based		Life	
	Count	Percent	Count	Percent
1985-86	7,722	11%	17,919	26%
1986-87	9,558	14%	16,625	24%
1987-88	11,874	16%	15,580	22%
1988-89	14,408	19%	14,439	19%

Table XLVII

Summary of Major Certification Fields

1989 Georgia School Personnel*

Kindergarten		
Early Childhood	1,856	94%
Elementary Grades	4,016	43%
Elementary		
Elementary Grades	18,304	55%
Early Childhood	12,599	38%
Middle Grades	9,654	29%
Health & P.E.	2,328	7%
Music	1,491	5%
Art	633	2%
Secondary		
English	3,492	23%
Mathematics	2,614	17%
Social Science	2,325	15%
Health & P.E.	1,968	13%
Science	1,897	12%
Middle Grades	1,661	11%
History	1,154	8%
Biology	1,120	7%
Music	605	4%
Spanish	560	4%
French	415	3%
Gifted	382	3%
Art	335	2%
Chemistry	282	2%
Physics	75	1%

* The percentage shown represents the percentage of that work force category certified in the field. Teachers may be certified in more than one field. It should also be noted that a teacher's certification in a field does not assure that the teacher's professional assignment actually is in that field. The full list of certificate fields is too long for inclusion here.

Historical Context

During the last half of this decade, the education profession has witnessed a great deal of change in the certification and licensure of teachers, those new to the profession as well as those seeking change or advancement. Pressure from 1980s reform legislation has caused states to introduce additional criteria for teacher preparation and certification in an effort to "tighten" the necessary hurdles as well as "open them up" for qualified individuals who volunteer to join the teaching ranks, especially in certain critical fields which may be experiencing shortages of qualified personnel. Others, such as Georgia, either have developed or are presently designing sophisticated assessment criteria and techniques which lead to "performance-based" certification, aimed at both rewarding the outstanding and diligent teacher and providing a visible barometer of accountability for policymakers and concerned taxpayers.

According to the 1988 edition of the NASDTEC Manual on Certification and Preparation of Educational Personnel in the United States, 24 states require passage of one or more examinations (primary emphasis is on basic and communication skills) as a prerequisite to admission to a teacher training program (NASDTEC, 1988). Most states now require a minimum grade point average for teacher education students. Thirty-five states require some form of teacher testing prior to the issuance of an initial regular certificate in one or more of the following areas: basic skills and/or communication skills, subject matter, pedagogical skills, and general knowledge. Of the 15 states which do not require an examination, 8 were in the planning and development stages during the 1987-88 school year, and 4 others were considering an examination requirement. Fewer than a dozen states require some type of on-the-job evaluation or supervised internship to assess classroom performance before full licensure (NASDTEC, 1988; Goertz, 1986).

Not surprisingly, as Georgia has discovered, on-site teaching evaluations require serious commitments of time, effort, and resources to be developed and administered fairly and reliably. Still, many find the pedagogical arguments for on-site evaluations compelling. As in other professions which ultimately are intended to serve the public interest, i.e., medicine, law, and architecture, comprehensive plans to professionalize state licensure and certification can increase the overall quality of professional practice by acknowledging the complexity of the profession and encouraging, through assessment, the acquisition by candidates of a broad set of understandings and abilities. In the teaching profession, states such as Minnesota, Kansas, and New York are developing working applications of this maxim, demonstrated by the addition of year-long teaching internships to their state licensure requirement (NASDTEC, 1988; RAND, 1987).

But the realities of state and regional demographics, the varieties of state certification and licensure procedures, and the nature of the teaching force in each state profoundly affect both the implementation of new certification standards and the applications of those already in place. Impetus for change also varies by state. Supply and demand pressures can force bureaucratic responses which may address current needs but create long-term difficulties in maintaining a steady flow of qualified applicants. On the other hand, increased teacher demand often spurs interest in raising both standards and salaries, thus increasing the attractiveness of teaching as a profession and the confidence of the public as well (Sedlak and Schlossman, 1986).

Even a cursory review of the research, statistical data, and task force reports on teacher certification in the United States will reveal immense confusion with the myriad certification criteria and exceptions which abound within each state and from state to state. According to data collection agencies and research groups such as the RAND Corporation, the U.S.D.O.E., the National Center for Education Statistics, and the National Association of State Directors of Teacher Education and Certification (NASDTEC), reams of statistics on certification standards provided by sources perceived as authoritative cannot withstand scrutiny. The shared theme is that the way our teachers are certified cries out for reform. Strong agreement exists among many observers that any genuinely effective change must begin with a determination of **what kind** of certificates teachers are using, along with whether the certificates they hold really qualify them to teach (RAND, 1988, 1987; NASDTEC, 1988; NCEI, 1986; Carnegie, 1986).

So far, no one has the answers to both questions. Not only are the criteria for certification numerous and cumbersome, they are continually changing. Interestingly, many states which five years ago reported rather large proportions of teachers working on emergency certificates are now reporting that they do not issue emergency certificates at all. Instead, many states report that they provide warrants, provisional certificates, temporary certificates, or some other, similarly named documentation to permit teaching by those failing to meet all requirements for full certification (NASDTEC, 1988; RAND, 1987; NCEI, 1986).

Although it is a separate and thorny issue, it is only fair to note that these reports also explore in depth the view that the criteria for certification to teach often have little to do with demonstrated teaching competence. According to these sources, it is quite conceivable that a person who is teaching on an "emergency certificate" may be better qualified academically and a better teacher than someone who has cleared all the obstacles to obtain a full teaching certificate. Temporary criteria also vary enormously from state to state and within various state locales--evidence to many observers which confirms why so many teachers (two-thirds in 1986-87) continue to work within 150 miles of where

they were born. Quality issues such as these will, of necessity, be addressed in another context.

This section of the report addresses the first portion of the certification question and presents detailed information about the types and kinds of certificates held by educational personnel in Georgia. However, it must be noted that the file information contained in the CPI report reflects the particular certificate upon which each individual is remunerated. Many education professionals hold more than one certificate, and a detailed integration of multiple certificate data with the CPI data presented here will be addressed in future studies.

Georgia Certificates: An Overview

"The State Board of Education shall provide, by regulation, for certifying and classifying all certificated professional personnel employed in the public schools of this state, and no such personnel shall be employed in the public schools of this state unless they hold a certificate issued by the state board certifying as to their qualifications and classification in accordance with such regulations" (Georgia Code Section 20-2-200).

According to the Georgia Department of Education, there are two routes to achieve a professional certificate in Georgia (Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1989). The first is certification through the completion of an approved teacher education program in a field recognized by the State of Georgia. The degree must be from a regionally-accredited institution, recognized by the American Council on Education (ACE) during the year in which the applicant was graduated and approved by the National Council for Accreditation of Teacher Education Programs (NCATE) or by the appropriate authority in another state. The applicant also must be professionally recommended for certification by an authorized college official, in a field and at a degree level recognized by the Georgia Board of Education. [Note: Special Georgia requirements must also be met, including any prerequisites for the certificate type, field, or level; an initial one-year professional certificate may be issued at the request of the employing Georgia superintendent to allow the applicant to meet special course work and teacher certification test requirements.]

The second route to certification in Georgia is by the evaluation of transcripts of any individual who did not complete an approved teacher education program (evaluation criteria for alternative certification in critical fields is explained in another section). The Division of Certification evaluates the transcripts of applicants by comparing official transcripts with the minimum course requirements for the professional certification desired. A bachelor's (or higher) degree from a regionally accredited college

or university with a **minimum overall grade point average of 2.0** is required for consideration (a 2.5 g.p.a. is required for alternative certification in critical fields). Five components are considered in the evaluation process. An evaluation of the general education, content area, and professional education courses is made, in addition to the applicable special Georgia course requirements which include a **course in exceptional children and youth and a course in the teaching of reading**; any prerequisites also are evaluated, including other certificates, for the certificate requested.

Both routes to Georgia certification also require assessments of content knowledge, performance, and experience. (Life certificate holders are exempt from this policy unless they lose life status by not teaching at least once during a seven-year period). An applicant seeking initial certification after September 1, 1985, must post a qualifying score on the appropriate **certification test(s)** within the first validity period of the certificate. This certification test requirement also applies to applicants who wish to add a field to an existing certificate or to upgrade in a different field after September 1, 1981, to those who wish to renew a certificate that expires after July 1, 1986, and to those who wish to upgrade a certificate to a higher degree level in the same field after July 1, 1986.

Initial certification applicants and those completing requirements for a new certificate type that requires a performance assessment must also satisfactorily complete a formal **on-the-job performance assessment** as measured by the Teacher Performance Assessment Instruments (TPAI), unless exempted by provisions of O.C.G.A. Section 20-2-210. (An applicant seeking an initial leadership certificate on or after July 1, 1990, must successfully demonstrate leadership competencies as measured by the Leadership Performance Assessment Instrument (LPAI) in order to earn a renewable leadership certificate.) A teacher applicant is allowed a maximum of six opportunities to complete the assessment before being prohibited from re-entering the on-the-job assessment process; a leadership applicant is allowed a maximum of five assessment opportunities over a three-year period.

[Note: To qualify for an **exemption**, an applicant must have at least five years of full-time professional teaching experience, either in another state or in an accredited public or private school in Georgia. The exempted applicant will be issued an entry level, nonrenewable professional certificate with a maximum validity period of three years. He or she must complete the special Georgia requirements, i.e., the certification test and courses in exceptional children and reading, and must convert to a professional renewable certificate or to a performance-based certificate through satisfactory performance on the appropriate evaluation prior to the expiration of the three-year nonrenewable certificate in order to retain certification in Georgia.]

Experience is also a prerequisite for certification in certain fields. Three categories of experience are defined for various certification purposes: teaching, school, and occupational experience. For example, one year of teaching experience is specifically required for certification for teaching the gifted. All leadership certificates require three years of acceptable school experience. Service certificates in school counseling, school psychology, school social work, and school lunch directing require three years of acceptable school or occupational experience. (In the areas of school counseling and school psychology, a one-year supervised internship may be substituted for the experience requirement.)

At the six- and seven-year levels in all fields, three years of acceptable school experience (or a Georgia Board approved substitute) are required for certification. In vocational-technical fields at levels below the bachelor's degree, a minimum of two years of full-time employment in the field of certification is required; one year of full-time employment is required at the bachelor's (or higher) degree level.

[Note: Local units of administration are responsible for verifying and evaluating satisfactory experience for certification and/or salary purposes (as reported on the official C.P.I. report used in this analysis). Standards for crediting experience are outlined in the appropriate section of the Policy and Procedure Manual, 1989 Revision No. 90-7, p. 470:00a, and include verifiable professional experience in a variety of educational settings (with time-period restrictions), i.e., serving in a private school setting for which state certification is required, teaching in various state or federal educational programs and government agencies, and working in certain clinical situations which require a certificate or license. A maximum of three years of creditable experience also may be granted for military service and for certain nonteaching work experience (for salary purposes only).]

Classification

School personnel in Georgia are classified according to disciplines, functions, formal educational attainments, and status with respect to current certification requirements. The Georgia Board of Education has authorized the issuance of certificates according to the following designation: **types** of certificates, **levels** of certification, **fields** of certification, and **titles** of certificates (Section 240:00, Georgia Department of Education, 1989).

The policy of the Georgia Board of Education is to classify school personnel "so that the adequacy of an individual's preparation to practice as a professional educator in a given discipline is recognized through certification" (Georgia Department of Education,

1989). Definitions of adequacy are revised over time, but individuals are recognized for having completed the preparation requirements in effect when they were certified. Depending on whether eligibility must be established for continuation or for a change in status, classifications may be permanent or temporary.

Types

Types of certificates recognize three personnel functions: **Teaching** ("T"), **Service** ("S"), and **Leadership** ("L"). All fields of certification are classified in one of these groups.

Levels

Types of certificates are further classified by levels or by various conditions that pertain to that certificate. For example, both teacher (T) and leadership (L) certificates are issued by levels (4-7), depending on the degree level or educational credential achieved by the certificate holder. "Six such levels of completion are recognized. The first two levels are for vocational-technical teaching fields; the one-year level recognizes high school graduates with appropriate job-related experiences; the two-year level recognizes associate degrees or the equivalent; and the four-, five-, six-, and seven-year levels, respectively, recognize bachelor's, master's, educational specialist's, and doctoral degrees."

Fields

According to the Georgia Department of Education, fields of certification recognize the discipline, area of specialization, or study completed by an individual as the major component of the college degree program. The number and names of certification fields, as well as the preparation required, may be changed by the Georgia Board of Education after periodic analyses. The following information on certificate fields is current as presented in the Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1989.

Georgia currently certifies in **fifty teaching fields** which are encompassed by the three major areas of General Education, Special Education, and Broad-Field Vocational Education. In addition to the fifty primarily academic fields of certification, Georgia also certifies in various fields which "represent instructional positions in secondary vocational programs that generally require highly skilled persons coming directly from business and industry" (Georgia Department of Education, 1989). The **secondary vocational fields** of certification are divided into **six major areas**: Agriculture, Marketing and Distribution, Health Occupations, Home

Economics, Business and Office Education, and Trade and Industrial Occupations.

In addition to full-field certification, certification in specific areas of teaching is also available as an **endorsement to a professional certificate** in teaching, service, or leadership fields. **Nine areas for which teaching endorsements** are issued follow: Career exploration (PECE), Coordinator of cooperative education (CVAE), Data collection, Diversified cooperative training (DCT), English to speakers of other languages (ESOL), Gifted, Related vocational instruction (RVI), Safety and driver education, and Teacher of the visually impaired. The endorsement is issued at the highest level for which the prerequisite is met and requires that the validity of the full-field, base certificate be maintained.

The **seven service fields** in which Georgia currently certifies are Audiology, Media Specialist, School Counseling, School Nutrition Director, School Psychology, School Social Work, and Speech and Language Pathology.

Georgia currently certifies in **three leadership fields:** Administration and Supervision, Director of Special Education, and Director of Vocational Education.

Titles

This summary of information on certificate titles is both historical and current and is intended to provide explanatory information related to the four years of certificate data presented in this document. Although the specific requirements for renewing, upgrading, or maintaining a certificate presented in this section are specific to **teaching certificates**, much of the information under each title is generic and also applies to corresponding titles in the service and leadership fields, with different field-based requirements. The information which follows is extracted and compiled from the following three sources: section GBBA of "Regulations and Procedures," Georgia Department of Education, September 1, 1981; "Administrative Procedures," Division of Certification, Georgia Department of Education, July 1, 1986; and Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1989.

Titles of certificates are issued by the Georgia Board of Education to recognize the status of the educator as well as the extent to which he/she has satisfied applicable requirements for current and continued employment in a given school personnel function (Georgia Department of Education, July, 1988). **Nine titles of teaching certificates** are issued by the Georgia Board, but a condition is placed on the following **five** titles: **temporary provisional, special provisional, provisional, probationary, and emergency.**

This condition requires that an employer in Georgia request the certificate jointly with the applicant. According to Board policy, "By this action, the employer signifies that the applicant is the most qualified candidate available for the position, and the candidate makes a commitment to complete the preparation required for certification as a professionally qualified educator according to a fixed schedule" (Georgia Department of Education, July, 1988). The remaining four titles of teaching certificates are nonrenewable professional, performance-based, professional renewable, and life professional certificates.

In the **service fields, seven certificate titles apply:** provisional, probationary/accelerated in-field, emergency, nonrenewable professional, performance-based (speech and language pathology only), professional renewable, and life professional. **Five titles apply in the leadership fields:** provisional, probationary-accelerated in-field, nonrenewable professional, professional renewable, and life professional.

Provisional Certification may be issued according to three titles: **Temporary Provisional ("TB"), Special Provisional ("XB"), and Provisional ("B").** [Note: The former **Nonrenewable Provisional** certificates (T-series) were authorized prior to July 1, 1986, for applicants who had completed professional preparation but who had not posted a passing score on the appropriate certification test. The Nonrenewable Provisional V-Series certificates were changed to T-Series certificates, effective September 1, 1983.]

Temporary Provisional ("TB") Certificates may be issued to applicants who do not meet minimum certification requirements in **content** of the desired teaching field under the following conditions. The applicant must verify holding or having held a professional certificate issued by another state in the same field for which a Georgia certificate is sought, or the applicant must have a bachelor's degree in a field recognized for secondary certification in Georgia. In addition, the applicant must have a grade point average of 2.5 on a 4.0 scale. Temporary provisional teaching certificates may be issued at the bachelor's-degree level only (Level four: TBT-4).

During the first validity period (one year), the temporary provisional certificate holder must complete the following special Georgia requirements: five quarter hours or the equivalent in a state-approved staff development program in the identification and education of children with special education needs; a course in teaching reading if required by the content field; and a passing score on the appropriate certification test.

Temporary provisional certificates may be issued for a maximum of three validity periods. For the first renewal, any outstanding special Georgia requirements must be completed, including any additional course work as specified in the certification

evaluation; these requirements must total ten quarter hours or the equivalent in staff development credit. After the first renewal, reissuance or renewal requires completion of a minimum of ten quarter hours of appropriate college credit toward the requirements of the professional certificate as specified in the certification evaluation.

Special Provisional ("XB") Certificates provide an alternative route to obtaining a professional certificate in a **special education field.** However, this certificate title has a limited effective period, as this option will expire when revised criteria and certification standards for these special education fields are adopted by the Georgia Board of Education.

A special provisional certificate may be issued in the following fields: (1) Behavior disorders, if the applicant holds a bachelor's degree in behavioral science or psychology and has a grade point average of 2.5 on a 4.0 scale; and (2) Mental retardation, learning disabilities, and special education/ interrelated fields, if the applicant holds a bachelor's degree in mathematics, science, English, or social studies and has a grade point average of 2.5 on a 4.0 scale. Special provisional teaching certificates for special education fields may be issued at the bachelor's-degree level only (Level four: XBT-4).

Special Georgia requirements (course work in the teaching of reading and the identification and education of children with special education needs, plus a passing score on the appropriate certification test) must be completed during the first validity period. Special provisional certificates may be issued for a maximum of five validity periods. Renewal requirements include a minimum of fifteen quarter hours annually toward requirements for the five-year-level certificate and a copy of the planned master's degree program (signed by an advisor and submitted with the first request for renewal).

Provisional ("B") Certificates may be issued to individuals **who have completed content requirements** of a teaching field but who **must still complete professional education requirements.** Provisional certificates may be issued at **all degree levels,** bachelor's through doctoral. They may also be issued at two levels below the bachelor's degree for vocational teaching fields (Level one: T-1, Level two: T-2). Minimum requirements for each certificate level follow:

Level one: (T-1)	A high school diploma or equivalent, and two years of occupational experience in the technical field requested.
Level two: (T-2)	Associate of arts degree (or the equivalent) and two years of occupational experience in the technical field requested.

Level four (T-4): Bachelor's degree from a regionally accredited college or university and completion of all content requirements for the nonrenewable professional teaching (NT-4) certificate in a specific teaching field. (One year of appropriate occupational experience is required if the request is in a specific vocational field.)

Level five (T-5): Master's degree from a regionally accredited college or university and completion of all content requirements for the NT-5 certificate in a specific teaching field. (One year of appropriate occupational experience is required if the request is in a technical field.)

Level six (T-6): Education specialist's degree from a regionally accredited college or university and completion of all cumulative content requirements for the NT-6 certificate in a specific teaching field. (Content hours must total fifty quarter hours of acceptable graduate credit.)

Level seven (T-7): Doctoral degree from a regionally accredited college or university and completion of all cumulative content requirements for the NT-6 certificate in a specific teaching field. (Content hours must total fifty quarter hours of acceptable graduate credit.)

During the first validity period of the provisional certificate, special Georgia requirements including the completion of the exceptional child course and of the appropriate teacher certification test or NOCTI written examination must be satisfied. Additionally, a course in teaching reading must also be completed during this time if required in the particular content field.

Renewal or reissuance of the provisional certificate requires completion of an additional ten quarter hours of credit as specified in the certification evaluation. All requirements must be completed within a maximum of three validity periods.

[Note: **Nonrenewable Provisional Certificates, T-Series**, were issued from **May 1, 1980, through July 1, 1986,** to applicants who had completed all requirements for a nonrenewable professional certificate except the attainment of a qualifying score on the appropriate certification test. The title "Nonrenewable Provisional" (NB) was discontinued effective July 1, 1986, and

replaced with the issuance of a "Nonrenewable Professional" (N) certificate.]

Prior to July 1, 1986, the following conditions/restrictions also applied to the issuance of nonrenewable provisional certificates: a) an employer in Georgia must have requested the certificate after July 1 of the year preceding employment of the applicant; b) a nonrenewable provisional certificate could be converted to a **nonrenewable professional** certificate with a beginning validity dated **either** 1) retroactively to July 1, provided the applicant registered for the CRT examination at the first opportunity and attained a qualifying score on the first attempt; **or** 2) retroactively to the date the applicant did attain a qualifying CRT score. In addition, the nonrenewable provisional certificate, T-Series (1980-86), could be converted to a performance-based certificate, if the applicant demonstrated acceptable performance as measured by on-the-job assessments and posted a qualifying score on the certification test in the field of preparation.

In the past, these "NB" certificates could be **reissued**, if the applicant was either unemployed in Georgia or was employed in Georgia but under contract for less than 120 days during a regular school term. An employer in Georgia must have requested reissuance, but this certificate could not have been either renewed or extended beyond one year ("Regulations and Procedures," Georgia Department of Education, September, 1981).

Nonrenewable Provisional Certificates, V-Series (T-Series after 9/1/83), prior to July 1, 1986, were **valid for one year** and could be extended for a **second year** if the applicant posted a qualifying score on the appropriate certification test and completed either ten quarter hours of college credit, ten staff development units, or a combination of such credits required in professional education courses. These certificates were allowed to be **reissued** for a **second and third year** provided the applicant completed professional education courses at a rate of ten quarter hours each year. In addition, these certificates had to be requested by a Georgia employer and were allowed to be converted to nonrenewable professional certificates when the applicant completed thirty hours of course work in professional education ("Regulations and Procedures," Georgia Department of Education, September, 1981).

Probationary Certificates ("PA"), or "Probationary Accelerated In-Field" teaching certificates, may be issued to an individual who holds a valid professional teaching certificate in at least one field and wishes to add another teaching field. The "PA" certificate allows the holder to perform duties in the additional field while working toward full certification in that field. The probationary status indicates that not all professional requirements for the teaching field have been met. Probationary certificates may be issued at the bachelor's-degree level (Level four: T-4), at the master's-degree level (Level five: T-5), at the

education specialist's-degree level (Level six: T-6), and at the doctoral-degree level (Level seven: T-7).

Time periods for application and corresponding dates of employment are important determinants of validity periods and minimum requirements for the issuance and renewal of probationary/accelerated in-field teaching certificates. The certificate may not be requested before July 1 of the fiscal year in which it will be used. If hired **prior to October 1** of the school year, the applicant must have a **minimum of twenty quarter hours** in the probationary teaching field; on or after October 1, the applicant must have earned a **minimum of ten quarter hours credit** in the area in which he or she is assigned; (fifteen quarter hours are required for interrelated teacher specialist/special education). For state payment purposes, professional personnel who are performing duties "out-of-field" may be considered as "probationary-in-field" at a salary corresponding to the highest certificate held. Probationary certificates must be jointly requested by a Georgia education employer and the applicant; the employer must guarantee that the applicant is the most qualified candidate available, and the applicant must commit to complete the required preparation according to a fixed schedule.

The validity period for the probationary certificate is also more restrictive than for other certificates. If an applicant is employed after January 1, the validity period begins on the first day of the month in which employment in the probationary field begins and expires **June 30 of the same calendar year.** Provided renewal requirements are met annually, this certificate may be issued for a **maximum of five** validity periods. Individuals who have completed the required **twenty quarter hours** (if employed in August or September) must complete **ten quarter hours** toward their evaluation. Individuals with only **ten quarter hours** (employed after October 1) must complete **twenty quarter hours** toward their evaluation (ten to make up the deficiency and ten to renew).

The appropriate Georgia teacher certification test must be taken when content requirements are met; a satisfactory score must be posted during the final validity period. [Note: The following service fields are excluded from probationary certification: data collector, data collector-SLP, and supervising teacher service; in the media specialist field and in all service fields except endorsements, other special conditions apply. A special education probationary teaching certificate in the fields of mental retardation (MR), learning disabilities (LD), behavior disorders (BD), or interrelated special education also is available for qualifying employed special education professionals within specified guidelines.]

Emergency Certificates ("E") may be issued to an individual who does not meet recency-of-study requirements for the initial Georgia certificate, does not meet renewal or recent study requirements for

an expired Georgia certificate, and/or has not posted a passing score on the certification test. According to the Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1989, emergency certificates **may not be issued** under the following conditions:

> The applicant has been released, been dismissed, resigned, or been otherwise separated from a previous or current position for lack of a passing score on the appropriate certification test.
>
> The applicant is currently employed in Georgia in a public or private elementary or secondary school or was employed the previous school year in Georgia and has not posted a passing score on the appropriate certification test.
>
> The request for an emergency certificate follows a previously issued certificate valid for one year for which requirements were not completed.

Emergency certificates may be issued in teaching or service fields only and are **valid for one year or less** while recent study requirements are satisfied. Emergency certificates may be issued at the bachelor's-degree level (Level four), at the master's-degree level (Level five), at the education specialist's-degree level (Level six), and at the doctoral-degree level (Level seven). At each level, the applicant must have held or have been eligible for a valid teaching certificate at that level. The emergency factor is applicable to provisional (B), nonrenewable professional (N), and professional (T and PBT) certificates.

Emergency certificates may not be renewed or extended. As with all certificates, unless previously satisfied, the Georgia special requirement for five quarter hours or equivalent credit in the exceptional child course required by law must be completed during the validity period of the emergency certificate, as well as the certification test. An emergency certificate may not be issued for consecutive validity periods, nor may it be issued for a school year succeeding a year in which the applicant held another one-year certificate.

Since July 1, 1986, only **Nonrenewable Professional Certificates ("NT", "NS", or "NL", depending on the type of certificate)** are issued to persons who meet all certification requirements for initial certification in Georgia **but lack any of the Georgia special requirements** (the teacher certification tests (TCT) or the course work) and/or the teacher performance assessment.

Nonrenewable professional certificates may be issued at the bachelor's-degree level (Level four: NT-4), the master's-degree level (Level five: NT-5), the education specialist's-degree level

(Level six: NT-6), and the doctoral-degree level (Level seven: NT-7) for all teaching fields. They may also be issued at two levels below the bachelor's degree for vocational teaching fields (Level one: NT-1, Level two: NT-2).

These "NT" certificates may not be renewed; however, they may be extended to a **maximum of three years** (two years beyond the first validity period). For example, if the NT certificate has a one-year validity period because one or more special Georgia requirements have not been met, it may be extended with official verification of completed special Georgia requirements (the exceptional child course, the reading course if required, and the appropriate teacher certification test or NOCTI written examination). The two-year extension period allows the applicant additional on-the-job performance assessment opportunities (a maximum of three years, total time; a maximum of six assessment opportunities). The assessment phase must be completed within the allotted time as reentry to the on-the-job assessment process is prohibited. Thus, the certificate holder must upgrade the nonrenewable professional certificate to a performance-based or professional teaching certificate within the specified time limits in order to maintain certification in Georgia.

[Note: In 1972, the Georgia Board of Education implemented the performance-based certification program. According to the Department of Education, a major goal of this program was to incorporate criterion-referenced tests for teacher certification that would assess an individual's teaching field content knowledge. Tests have been developed in 55 certification fields.]

Performance-Based Certificates ("PB") may be issued to professionally prepared school personnel who have satisfied special Georgia course requirements and performance (TCT and TPAI) requirements. **All applicants** seeking initial professional certification in Georgia **after September 1, 1985**, must fulfill requirements for this certificate, unless exempted under the provisions of O.C.G.A. Section 20-2-200 (b)(2).

Performance-based certificates are issued in all teaching fields at all levels: two, four, five, six, and seven (and the service field of speech and language pathology). Performance-based certification may be carried to higher level degrees in all teaching fields for which tests have been established.

All PBT certificates are **valid for five years**. Validity begins on the date all performance-based requirements are successfully completed and ends June 30 five years later. To renew, applicants must earn ten quarter hours of course work or staff development credit in the area of certification, as course work leading toward a higher degree level, as course work toward adding a new field of certification, or in an area of assessed need as determined by an employing Georgia superintendent.

In the past, **Professional Renewable Certificates ("T", "S", or "L", depending on the type of certificate)** were issued to individuals employed in all school personnel functions who completed applicable requirements **after** permanent life certification was discontinued and **prior** to the adoption of performance-based requirements. This designation may be carried forward to higher degree levels in all teaching fields; it is issued at all levels (one, two, four, five, six, and seven) and in all teaching fields. The professional renewable certificate will be issued to applicants who qualify for the performance assessment exemption and to applicants whose fields have no certification test.

For all levels, one through seven, all professional requirements, special Georgia course requirements, and the teacher certification test must be completed. Individuals who are certified in teaching fields for which there is no teacher certification test are issued a professional renewable (T) certificate upon completion of the on-the-job assessment and all other special Georgia requirements.

The professional renewable certificate has a standard validity period of **five years**. Renewal requirements are the same as those for the performance-based certificate.

Also in the past, **Life Professional Certificates ("D")** were granted at all levels to persons who qualified for a professional teaching certificate and who had **five years of teaching experience** before September 1, 1974. The life certificate had to be requested before July 1, 1975. Today, life professional certificates may be issued as **duplicates only** to individuals who held permanent (life) certification prior to July 1, 1974, and who continue to earn the school experience required to maintain permanent certification. There are **no special Georgia requirements** for the life certificate. Initial certificates are no longer issued. Duplicates of this certificate may be issued at levels four, five, six, and seven.

Individuals who currently hold active life certificates may carry that designation forward to the highest levels corresponding to the highest degree earned in the same field in which the life certificate was originally issued. The life status remains in effect as long as the individual holding it obtains **one year of appropriate and documented school experience in every seven** following the issuance of the initial certificate. New fields may not be issued with a life designation.

A life certificate that has not been maintained by appropriate experience may not be renewed. It may be **reinstated as a professional renewable certificate** upon completion of renewal requirements which include the special Georgia course work and an acceptable score on the appropriate teacher certification test.

Alternative Certification in Critical Fields
(School-Based Preparation Model)

In response to the shortage of teaching personnel in Georgia, the Georgia Board of Education has established alternative certification programs to recruit teaching personnel, especially in specific fields of critical need. Effective July 1, 1986, the Georgia Board of Education granted authority to the Department of Education to issue **certification in critical fields** (July 10, 1986 policy change reflecting O.C.G.A. 20-2-200). A **provisional (B) certificate** may be issued to an applicant who has **not completed a teacher preparation program** in the several academic areas identified by the Georgia Board of Education as critical shortage teaching fields, including science (includes biology, chemistry, physics, earth/space science), mathematics, and foreign language.

To qualify for the initial provisional certificate, an alternative certification applicant must a) hold a bachelor's degree from a regionally accredited college or university in the fields listed above and/or meet the content requirements of the subject area field equal to, or more than, the content hours currently required by the Georgia Board of Education in the subject area; b) have an overall grade point average of 2.5 on a 4.0 point scale; c) have a teaching position with a local school system, since the request for alternative certification must be made jointly by the employer and the applicant. In addition, any applicant who previously qualified for a provisional certificate may elect to meet these requirements as an alternative to a previous evaluation (must be requested in writing).

To convert to a renewable certificate, the applicant must complete the following course requirements through college credit or through an approved local school system staff development program:

a. Five quarter hours or five SDU's in a course related to human growth and development otherwise required of applicants for such certification;

b. Five quarter hours or five SDU's in a course in the identification and education of children with special needs (O.C.G.A. 20-2-201);

c. Ten quarter hours or ten SDU's in courses dealing with curriculum and methods appropriate to secondary teaching and the content field;

d. Fifteen quarter hours or fifteen SDU's in a one-year supervised classroom internship involving the appropriate teaching field; and

e. A satisfactory assessment including the TCT and the on-the-job assessments.

These policies regarding alternative certification will be issued in compliance with existing policies regarding eligibility, validity, and level, and are effective on a year-by-year basis as specified by the State Board of Education and subject to review. Other types of alternative certification for which policies and procedures have been developed are alternative fifth-year certification, alternative certification for selected special education fields, and temporary provisional alternative certification.

Alternative fifth-year certification is available to applicants who have completed either a master of education (M.Ed.), a master of arts in teaching (M.A.T.), or a master of arts in language teaching (M.A.L.T.) in the same subject area as the bachelor's degree or with comparable subject area content in a certified teaching field. This provisional certification is valid for one year while any or all of the appropriate Georgia special requirements (including satisfactory completion of a one-year supervised classroom internship) and assessments are completed.

Effective December 10, 1987, alternative certification procedures were established for the specific **special education** fields of mental retardation (MR), learning disabilities (LD), behavior disorders (BD), special education/interrelated (SEI), and multihandicapped (MH). Three options--five-year level, special provisional (XB) four-year level in BD, and special provisional (XB) four-year level in MR, LD, or SEI--are available under specified conditions. (See detail on special provisional certificates, above.)

Since July 1, 1988, **temporary provisional alternative teaching certification** has been issued to certain eligible applicants who either hold a professional certificate from another state or a bachelor's degree (2.5 g.p.a.) in a field recognized for secondary certification in Georgia, but, in neither case, meet minimum certification requirements in the content of the teaching field. (See detail on provisional certificates, above.)

[Note: In addition to the specified course requirements necessary for conversion to a renewable certificate, all applicants must have obtained a satisfactory assessment as required for certification, i.e., the appropriate teacher certification test (during the first year of initial certification) and on-the-job performance assessments (upon completion of all course work).]

Permitted Personnel

"Permitted personnel is defined as persons who may not qualify for professional certificates, including retired teachers, but who function in the educational programs in the same manner as certificated personnel" (O.C.G.A. 20-2-204). This certification classification was approved by the State Board of Education in the fall of 1989 to address special curricular needs and circumstances (primarily temporary) under carefully defined guidelines. Permitted personnel may not be used to supplant acceptable, certified persons when they are available. Permitted personnel may be hired to teach either elective or advanced courses that would not otherwise be available to students. Any person eligible for a conditional or professional certificate may be hired if the position is less than half-time (exceptions do apply). Permitted personnel will not be considered certified personnel for the purpose of coaching athletics.

Permitted personnel must fit into at least one of these six categories: retired educators; military or government personnel; business or professional persons (bankers, lawyers, physicians, etc.); native speakers of foreign languages; college teachers; performing visual artists. [Detailed criteria and procedures are contained in the Policy and Procedure Manual, Georgia Department of Education, 1989.]

Present Certification

Since the close of the 1985-86 school year, the total Georgia public school work force increased 7 percent--from 69,649 to 74,554 personnel at the end of the 1988-89 school year. The distribution of these additional personnel according to the three types of professional certificates issued in Georgia--teaching, service, and leadership--is as follows: teaching certificates increased by 6 percent (3,609 certificates); service certificates increased by 26 percent (916 certificates); and leadership certificates increased by 17 percent (768 certificates). NCERs decreased by 49 percent (367 certificates).

Table XLIX

Total Work Force by Certificate Type

	Teaching	%	Service	%	Leadership	%	NCER	%	Missing Cases	Total
1985-86	60,961	87.5%	3,468	5.0%	4,450	6.4%	749	1.1%	21	69,649
1986-87	61,021	87.6%	3,689	5.3%	4,644	6.7%	332	0.5%	0	69,686
1987-88	62,826	87.0%	4,030	5.6%	4,909	6.8%	461	0.6%	0	72,226
1988-89	64,570	86.6%	4,384	5.9%	5,218	7.0%	382	0.5%	0	74,554

Percentages do not alway sum to 100 due to rounding.

In 1988-89, 44 percent of the personnel work force were certified at the bachelor's degree level (Level 4), 44 percent at the master's degree level (Level 5), 10 percent at the educational specialist's degree level (Level 6), and 2 percent at the doctoral degree level (Level 7).

The seven certificate titles issued most frequently, in descending order according to their proportions among school personnel in 1988-89, are "regular" professional renewable ("T", "S", or "L" series), 48 percent; life professional, 19 percent; performance-based, 19 percent; nonrenewable professional, 8 percent; probationary accelerated in-field, 2 percent; provisional, 1 percent; and emergency, 0.4 percent.

Table L

Total Work Force by Certificate Title

	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Missing Cases	Total
1985-86	36,689	7,722	17,919	2,678	1,377	2,034	266	749	197	12	6	69,649
	52.7%	11.1%	25.7%	3.8%	2.0%	2.9%	0.4%	1.1%	0.3%	0.0%		100%
1986-87	36,118	9,558	16,625	4,368	922	1,629	72	332	56	5	1	69,686
	51.8%	13.7%	23.9%	6.3%	1.3%	2.3%	0.1%	0.5%	0.1%	0.0%		100%
1987-88	35,967	11,874	15,580	5,606	935	1,637	149	461	16	1	0	72,226
	49.8%	16.4%	21.6%	7.8%	1.3%	2.3%	0.2%	0.6%	0.0%	0.0%		100%
1988-89	35,967	14,408	14,439	6,285	955	1,773	279	382	66	0	0	74,554
	48.2%	19.3%	19.4%	8.4%	1.3%	2.4%	0.4%	0.5%	0.1%	0.0%		100%

During the four-year tracking period, the number of personnel holding "regular" professional renewable certificates has gradually declined (2 percent) by 722 certificates, due to a policy in effect since July 1, 1986 which stipulates that only nonrenewable professional certificates will be issued to persons who meet all initial certification requirements but lack any of the Georgia special requirements (the teacher certification tests or special Georgia course work) and/or the teacher performance assessment. In accordance with this steady increase of nonrenewable professional certificates (3,607 additional since 1985-86), regular T-series certificates have decreased as they continue to be phased out. As noted earlier, the majority of certificates issued to new personnel are nonrenewable professional certificates; this number increased by 1,406 during the four-year period (68 percent of new certificates in 1988-89).

The number of performance-based certificates increased by 6,686 total certificates since 1985-86, from 7,722 to 14,408 total performance-based certificates in 1988-89. As a percentage of certificates in the total work force, performance-based certificates increased from 11 percent to 19 percent during the same time period. Classroom **teachers** earned nearly all of these additional performance-based certificates--85 percent (6,581 certificates); in 1988-89, 22 percent of all teaching certificates were performance-based. In the **service** fields, performance-based certificates increased by 105, from 70 certificates in 1985-86 to 175 four years later; in 1988-89, 4 percent of all service certificates were performance-based. No performance-based certificates have been issued in **leadership**.

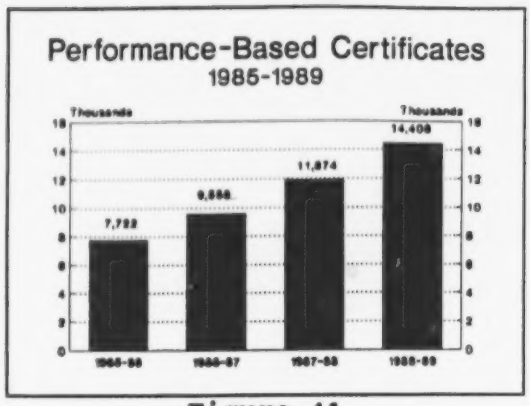

Figure 41

Table LI

Performance-Based Certificates by Type

	Teaching	Service	Leadership	Total PBT Certificates (% of WkForce)	Total Workforce
1985-86	7,652 * 13%	70 * 2%	0	7,722 11%	69,649
1986-87	9,448 * 15%	110 * 3%	0	9,558 14%	69,686
1987-88	11,737 * 19%	137 * 3%	0	11,874 16%	72,226
1988-89	14,233 * 22%	175 * 4%	0	14,408 19%	74,554

* Percentage of PBT certificates in EACH FIELD, i.e., Teaching, Service, and Leadership

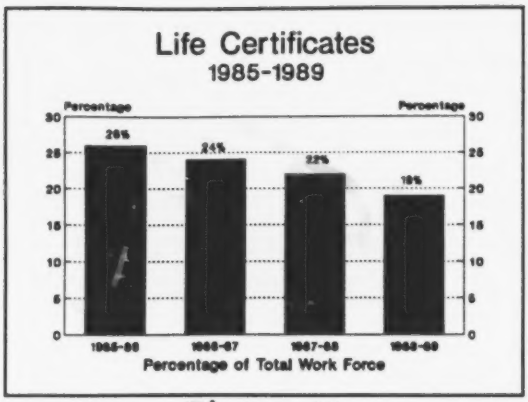

Figure 42

Life certificates are no longer issued in Georgia. Since 1985-86, the number of personnel holding life certificates has decreased by 3,480 certificates, from 17,919 to 14,439 in 1988-89. Life **teaching** certificates accounted for 88 percent of this decrease (3,071 certificates); the percentage of life teaching certificates dropped from 26 percent of all teaching certificates in 1985-86 to 19 percent in 1988-89. Life **service** certificates declined minimally in number, from 797 to 729 (68 certificates) in 1988-89. Seventeen percent of all service certificates were life certificates in 1988-89. Life certificates in **leadership** decreased from 1,675 in 1985-86 to 1,334 (341 certificates) in 1988-89. As a percentage of all leadership certificates, life certificates in leadership decreased from 38 percent in 1985-86 to 26 percent in 1988-89.

Table LII

Life Certificates by Type

	Teaching	Service	Leadership	Total Life Certificates (% of WkForce)	Total Workforce
1985-86	15,447	797	1,675	17,919	69,649
	* 25%	* 23%	* 38%	26%	
1986-87	14,269	782	1,574	16,625	69,686
	* 23%	* 21%	* 34%	24%	
1987-88	13,339	764	1,477	15,580	72,226
	* 21%	* 19%	* 30%	22%	
1988-89	12,376	729	1,334	14,439	74,554
	* 19%	* 17%	* 26%	19%	

* Percentage of LIFE certificates in EACH FIELD, i.e., Teaching, Service, and Leadership

Table LIII

Teaching Certificates

-- Totals --					
85-86	86-87	87-88	88-89		
69	50	47	23	BT-1	Teachers Provisional One Year Certificate
56	54	45	69	BT-2	Teachers Provisional Two Year Certificate
312	390	518	513	BT-4	Teachers Provisional Four Year Certificate
273	305	259	241	BT-5	Teachers Provisional Five Year Certificate
			2	BT-6	Teachers Provisional Six Year Certificate
			6	BT-7	Teachers Provisional Seven Year Certificate
111	123	107	98	T-1	Teachers One Year Certificate
157	192	166	152	T-2	Teachers Two Year Certificate
12,574	11,830	11,127	10,607	T-4	Teachers Associate Professional Four Year Certificate
17,095	16,795	16,624	16,300	T-5	Teachers Professional Five Year Certificate
842	1,211	1,587	1,858	T-6	Teachers Specialist Six Year Certificate
106	131	154	165	T-7	Teachers Doctoral Seven Year Certificate
14	21	35	45	PBT-1	Performance Based Teachers One Year Certificate
27	40	52	67	PBT-2	Performance Based Teachers Two Year Certificate
6,091	7,154	8,565	9,983	PBT-4	Performance Based Teachers Associate Professional Four Year Certificate
1,486	2,157	2,944	3,895	PBT-5	Performance Based Teachers Professional Five Year Certificate
29	69	126	219	PBT-6	Performance Based Teachers Specialist Six Year Certificate
5	8	15	24	PBT-7	Performance Based Teachers Doctoral Seven Year Certificate
24	33	30	26	NT-1	Nonrenewable Teachers One Year Certificate
30	26	37	27	NT-2	Nonrenewable Teachers Two Year Certificate
2,102	3,347	4,198	4,675	NT-4	Nonrenewable Teachers Associate Professional Four Year Certificate
222	451	597	632	NT-5	Nonrenewable Teachers Professional Five Year Certificate
1	7	7	4	NT-6	Teacher (Nonrenewable Specialist)
3	8	14	11	NT-7	Teacher (Nonrenewable Doctoral)
2	2			DT-3	Teacher (LIFE)
6,987	6,320	5,830	5,336	DT-4	Life Teachers Associate Professional Four Year Certificate
7,030	6,592	6,199	5,778	DT-5	Life Teachers Professional Five Year Certificate
220	281	333	371	DT-6	Life Teachers Specialist Six Year Certificate
22	30	31	39	DT-7	Life Teachers Doctoral Seven Year Certificate
1		1		ET-1	Emergency Teachers One Year Certificate
		1	1	ET-2	Emergency Teachers Two Year Certificate
177	46	93	159	ET-4	Emergency Teachers Associate Professional Four Year Certificate
88	26	33	65	ET-5	Emergency Teachers Professional Five Year Certificate
		2		ET-6	Emergency Teachers Professional Six Year Certificate

Table LIII, continued

Teaching Certificates

85-86	86-87	87-88	88-89		
874	774	860	959	PAT-4	Probationary Teachers Four Year Certificate
616	544	495	511	PAT-5	Probationary Teachers Five Year Certificate
97	85	86	84	PAT-6	Probationary Teachers Six Year Certificate
19	15	12	14	PAT-7	Probationary Teachers Seven Year Certificate
			3	EBT-2	Emergency Provisional Teachers Two Year Certificate
		4	22	EBT-4	Emergency Provisional Teachers Four Year Certificate
		6	13	EBT-5	Emergency Provisional Teachers Five Year Certificate
		55	114	ENT-4	Emergency NT-4
		3	65	XBT-4	Special Provisional (Behavior Disorders)
			1	EXB-4	Emergency Special Provisional (Special Ed.)
57,762	59,117	61,298	63,177		TOTAL TEACHING CERTIFICATES
					TEACHING CERTIFICATE OUTLIERS
211	152	125	112	D7	Doctoral
259	226	194	178	DD7	Doctoral (LIFE)
1				PA5	Probationary In-field
1	1	1	1	PA6	Probationary In-field
173	27	5	1	BPA4	Probationary In-field Provisional
94	16	4		BPA5	Probationary In-field Provisional
1				TB4	Temporary Provisional
			27	TBT4	Temporary Provisional
809	563	408	353	TS6	Teacher (Specialist)
927	818	752	674	DTS6	Teacher (LIFE Specialist)
		15	30	ENT5	Emergency Nonrenewable Teacher
		1		ENT7	Emergency Nonrenewable
		7	15	EPT4	Emergency Performance Based Teacher
		2	1	EPT5	Emergency Performance Based Teacher
463	35			NBT4	Teacher (Nonrenewable Provisional)
63	10	1		NBT5	Teacher (Nonrenewable Provisional)
38				VR1	Vocational Teacher (RENEW)
77	2			VR2	Vocational Teacher (RENEW)
49	32	10		VR4	Vocational Teacher (RENEW)
28	20	2		VR5	Vocational Teacher (RENEW)
5	2	1	1	VR6	Vocational Teacher (RENEW)
3,199	1,904	1,528	1,393		TOTAL TEACHING CERTIFICATE OUTLIERS
60,961	61,021	62,826	64,570		COMBINED TEACHING CERTIFICATE TOTALS

Table LIV

Service Certificates

-- Totals --					
85-86	86-87	87-88	88-89		
45	33	24	17	BS-4	Provisional Service Four Year Certificate
28	19	18	22	BS-5	Provisional Service Five Year Certificate
			1	EBS-5	Emergency Provisional Service Five Year Certificate
20	37	55	58	NS-4	Nonrenewable Service Four Year Certificate
17	27	49	64	NS-5	Nonrenewable Service Professional Five Year Certificate
			2	ENS-5	Emergency Nonrenewable Service Professional Five Year Certificate
32	36	39	42	PBS-4	Performance Based Service Four Year Certificate
38	74	97	132	PBS-5	Performance Based Service Professional Five Year Certificate
		1	1	PBS-6	Performance Based Service Specialist Six Year Certificate
				PBS-7	Performance Based Service Doctoral Seven Year Certificate
76	111	133	143	S-4	Service Four Year Certificate
1,017	1,443	1,845	2,131	S-5	Service Professional Five Year Certificate
286	421	577	685	S-6	Service Specialist Six Year Certificate
39	58	68	75	S-7	Service Doctoral Seven Year Certificate
			6	ES-4	Emergency Service Four Year Certificate
			21	ES-5	Emergency Service Professional Five Year Certificate
4	10	10	8	DS-4	Life Service Four Year Certificate
100	132	157	152	DS-5	Life Service Professional Five Year Certificate
77	94	98	111	DS-6	Life Service Specialist Six Year Certificate
8	13	18	17	DS-7	Life Service Doctoral Seven Year Certificate
40	40	38	56	PAS-4	Probationary Service Four Year Certificate
33	41	46	52	PAS-5	Probationary Service Five Year Certificate
8	12	16	14	PAS-6	Probationary Service Six Year Certificate
1	2	1	2	PAS-7	Probationary Service Seven Year Certificate
1,869	2,603	3,290	3,812		TOTAL SERVICE CERTIFICATES

Table LIV, continued

Service Certificates

85-86	86-87	87-88	88-89		SERVICE CERTIFICATE OUTLIERS
10	5	1		AU5	Audiologist
5				MS4	Media Specialist
85	43	15		MS5	Media Specialist
35	30	26	25	MS6	Media Specialist
6	6	6	6	DMS5	Media Specialist (LIFE)
9	8	8	7	DMS6	Media Specialist (LIFE)
19	1			NBS4	Service (Nonrenewable Provisional)
12				NBS5	Service (Nonrenewable Provisional)
242	127	44		SC5	School Counselor
97	71	54	46	SC6	School Counselor
338	297	265	242	DSC5	School Counselor (LIFE)
146	128	117	111	DSC6	School Counselor (LIFE)
7	3	1		SL5	School Lunch Director
1	1	1	1	SL6	School Lunch Director
4	3	3	3	DSL5	School Lunch Director (LIFE)
1	1	1	1	DSL6	School Lunch Director (LIFE)
72	60	45	41	SP6	School Psychologist
26	23	22	19	DSP6	School Psychologist (LIFE)
53	24	6		PM5	School Psychometrist
7	8	6	6	DPM5	School Psychometrist (LIFE)
35	21	7	1	SW5	School Social Worker
22	21	14	13	SW6	School Social Worker
2	2	2	2	DSW6	School Social Worker (LIFE)
82	39	10		SLP4	Speech & Language Pathologist
195	95	29		SLP5	Speech & Language Pathologist
1				SLP6	Speech & Language Pathologist
12	7	2		VT5	Visiting Teacher 5th Yr
6	5	4	4	VT6	Visiting Teacher 6th Yr
43	34	28	24	DVT5	Visiting Teacher (LIFE)
26	23	23	20	DVT6	Visiting Teacher (LIFE)
1,599	1,086	740	572		TOTAL SERVICE CERTIFICATE OUTLIERS
3,468	3,689	4,030	4,384		COMBINED SERVICE CERTIFICATE TOTALS

Table LV

Leadership Certificates

-- Totals --					
85-86	86-87	87-88	88-89		
31	24	23	33	BL-5	Provisional Leadership Five Year Certificate
3	1			NBL-5	Nonrenewable Provisional Leadership Five Year Certificate
259	432	548	642	NL-5	Nonrenewable Professional Leadership Five Year Certificate
				PBL-4	Performance Based Leadership Four Year Certificate
				PBL-5	Performance Based Professional Leadership Five Year Certificate
				PBL-6	Performance Based Leadership Specialist Six Year Certificate
				PBL-7	Performance Based Leadership Doctoral Seven Year Certificate
512	679	769	840	L-5	Professional Leadership Five Year Certificate
618	927	1,284	1,577	L-6	Leadership Specialist Six Year Certificate
121	193	295	395	L-7	Leadership Doctoral Seven Year Certificate
59	109	121	118	DL-5	Life Professional Leadership Five Year Certificate
136	182	197	186	DL-6	Life Leadership Specialist Six Year Certificate
61	91	109	119	DL-7	Life Leadership Doctoral Seven Year Certificate
30	22	28	29	PAL-5	Probationary Leadership Five Year Certificate
37	41	42	46	PAL-6	Probationary Leadership Six Year Certificate
10	9	3	4	PAL-7	Probationary Leadership Seven Year Certificate
1,877	2,710	3,419	3,989		TOTAL LEADERSHIP CERTIFICATES

Table LV, continued

Leadership Certificates

85-86	86-87	87-88	88-89		LEADERSHIP CERTIFICATE OUTLIERS
398	194	71	7	AS5	Administration & Supervision (Prof)
486	394	290	265	AS6	Administration & Supervision (Prof)
2				BAS5	Administration & Supervision (Provisional)
126	87	56	37	DA5	Administrator (LIFE)
46	25	19	14	DA6	Administrator (LIFE)
39	23	8	1	DE5	Director of Special Ed
37	23	16	13	DE6	Director of Special Ed
1	1	1	1	DG6	Director of Guidance
4	3	2	1	DP5	Director of Pupil Personnel
3	1	2	1	DP6	Director of Pupil Personnel
66	37	13		IS5	Instructional Supervisor
27	15	11	9	IS6	Instructional Supervisor
11	11	7	8	IS7	Instructional Supervisor
38	15	6		VE5	Director of Vocational Ed
42	25	13	12	VE6	Director of Vocational Ed
440	360	313	281	DAS5	Administration & Supervision (LIFE)
584	519	483	429	DAS6	Administration & Supervision (LIFE)
10	6	5	5	DDE5	Director Special Ed (LIFE)
20	17	17	11	DDE6	Director Special Ed (LIFE)
1	1	1	1	DDG6	Director Guidance (LIFE)
5	4	4	1	DDL5	Director Libraries (LIFE)
18	16	15	18	DDL6	Director Libraries (LIFE)
4	4	3	3	DDP6	Director of Pupil Personnel (LIFE)
64	61	52	43	DIS5	Instructional Supervisor (LIFE)
46	46	48	39	DIS6	Instructional Supervisor (LIFE)
9	10	8	7	DIS7	Instructional Supervisor (LIFE)
25	22	15	12	DVE5	Director Vocational Ed (LIFE)
21	14	11	10	DVE6	Director Vocational Ed (LIFE)
2,573	1,934	1,490	1,229		TOTAL LEADERSHIP CERTIFICATE OUTLIERS
4,450	4,644	4,909	5,218		COMBINED LEADERSHIP CERTIFICATE TOTALS
749	332	461	382		TOTAL NON-CERTIFIED EMERGENCY - NCER (Occurs across all fields)
** 69,628	69,686	72,226	74,554		GRAND TOTALS (all certificates for 1985-86, 1986-87, 1987-88, and 1988-89)

** NOTE: The following 21 certification classifications were present on the 1985-86 DE-38 Tape and have been included in the 1985-86 work force totals: ER00 (2); S500 (1); S589 (1); S600 (1); T400 (1); T486 (1); T487 (3); T488 (1); T489 (2); T490 (1); T500 (2); T586 (1); T587 (2); T589 (1); T592 (1).

Table LVI

Life Certificates

-- Totals --					
85-86	86-87	87-88	88-89		Life Certificates--Teaching
2	2			DT-3	Teacher (LIFE)
6,987	6,320	5,830	5,336	DT-4	Life Teachers Associate Professional Four Year Certificate
7,030	6,592	6,199	5,778	DT-5	Life Teachers Professional Five Year Certificate
220	281	333	371	DT-6	Life Teachers Specialist Six Year Certificate
22	30	31	39	DT-7	Life Teachers Doctoral Seven Year Certificate
259	226	194	178	DD-7	Doctoral (LIFE)
927	818	752	674	DTS-6	Teacher (LIFE Specialist)
15,447	14,269	13,339	12,376		TOTAL LIFE CERTIFICATES--TEACHING
					Life Certificates--Service
4	10	10	8	DS-4	Life Service Four Year Certificate
100	132	157	152	DS-5	Life Service Professional Five Year Certificate
77	94	98	111	DS-6	Life Service Specialist Six Year Certificate
8	13	18	17	DS-7	Life Service Doctoral Seven Year Certificate
6	6	6	6	DMS5	Media Specialist (LIFE)
9	8	8	7	DMS6	Media Specialist (LIFE)
338	297	265	242	DSC5	School Counselor (LIFE)
146	128	117	111	DSC6	School Counselor (LIFE)
4	3	3	3	DSL5	School Lunch Director (LIFE)
1	1	1	1	DSL6	School Lunch Director (LIFE)
26	23	22	19	DSP6	School Psychologist (LIFE)
7	8	6	6	DPM5	School Psychometrist (LIFE)
2	2	2	2	DSW6	School Social Worker (LIFE)
43	34	28	24	DVT5	Visiting Teacher (LIFE)
26	23	23	20	DVT6	Visiting Teacher (LIFE)
797	782	764	729		TOTAL LIFE CERTIFICATES--SERVICE
					Life Certificates--Leadership
59	109	121	118	DL-5	Life Professional Leadership Five Year Certificate
136	182	197	186	DL-6	Life Leadership Specialist Six Year Certificate
61	91	109	119	DL-7	Life Leadership Doctoral Seven Year Certificate
126	87	56	37	DA-5	Administrator (LIFE)
46	25	19	14	DA-6	Administrator (LIFE)
440	360	313	281	DAS-5	Administration & Supervision (LIFE)
584	519	483	429	DAS-6	Administration & Supervision (LIFE)
10	6	5	5	DDE5	Director Special Ed (LIFE)
20	17	17	11	DDE6	Director Special Ed (LIFE)
1	1	1	1	DDG6	Director Guidance (LIFE)
5	4	4	1	DDL5	Director Libraries (LIFE)
18	16	15	18	DDL6	Director Libraries (LIFE)
4	4	3	3	DDP6	Director of Pupil Personnel (LIFE)
64	61	52	43	DIS5	Instructional Supervisor (LIFE)
46	46	48	39	DIS6	Instructional Supervisor (LIFE)
9	10	8	7	DIS7	Instructional Supervisor (LIFE)
25	22	15	12	DVE5	Director Vocational Ed (LIFE)
21	14	11	10	DVE6	Director Vocational Ed (LIFE)
1,675	1,574	1,477	1,334		TOTAL LIFE CERTIFICATES--LEADERSHIP
17,919	16,625	15,580	14,439		COMBINED LIFE CERTIFICATE TOTALS

CHAPTER VII: REGIONS

Regional Comparisons 1989

The **NORTH** region

- employs the largest percentage of male personnel (22.9%);
- has the youngest work force, both in mean age (39.4) and mean State experience (12.2);
- has the highest percentage of performance-based certificates (21.7%);
- has the lowest rate of attrition (6.7%); and
- has the lowest percentage of life certificates (16.4%).

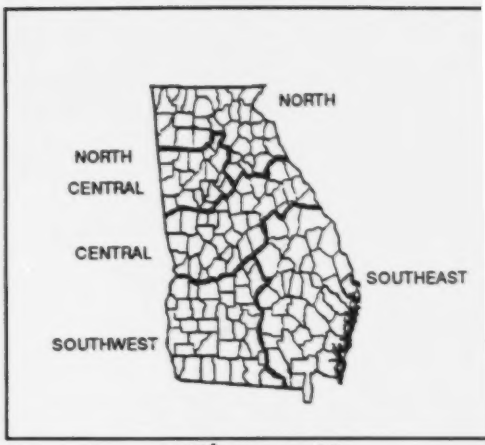

Figure 43

The **NORTH CENTRAL** region

- employs the largest total work force of all regions (30,370);
- has the highest mean age (40.4);
- has the highest percent growth during the past four yea (10.6%);
- has the highest attrition rate (7.8%);
- employs the lowest percentage of males (18.4%);
- employs the lowest percentage of new personnel (5.6%);
- has the lowest percentage of performance-based certificat (18.1%); and
- has the lowest percentage of non-standard certificates (eme gency, probationary, provisional, non-certified, other)(4.0%)

The **CENTRAL** region

- has the highest mean level of State experience (13.3);
- has the highest percentage of life certificates (21.3%); and
- has the lowest percent growth during the past four years (3.3%

The **SOUTHWEST** region

- employs the fewest personnel (8,626); and
- has the lowest percentage of nonrenewable certificates (7.6%)

The **SOUTHEAST** region

- employs the highest percentage of new personnel (7.0%); and
- has the highest percentage of non-standard certificates (eme gency, probationary, provisional, non-certified, other)(6.0%)

Table LVII

Regional Comparisons 1989

	Number	Percent Growth	Percent Male	Mean Age	Mean Experience	Rate of Attrition	% New Personnel	% Life Certificates	% Non-standard Certificates
North	11,895	7.4%	23%	39.4	12.2	6.7%	6.3%	16.4%	4.4%
North Central	30,370	10.6%	18%	40.4	12.8	7.8%	5.6%	20.1%	3.9%
Central	12,674	3.3%	21%	40.3	13.3	7.6%	5.8%	21.3%	5.1%
Southwest	8,626	3.4%	21%	40.1	13.1	6.8%	6.1%	20.2%	4.3%
Southeast	10,548	4.5%	20%	39.6	12.5	7.1%	7.0%	17.8%	5.9%

Geographic Regions: 1985-1989

The State of Georgia is divided into five geographical regions: North (N), North Central (NC), Central (C), Southwest (SW), and Southeast (SE), designated by the University of Georgia Cooperative Extension Service. The following brief summary of profile information on Georgia educational personnel is presented for each of these five geographical regions and includes preliminary trends for the school years 1985-86 through 1988-89.

During the four years from 1985-86 through 1988-89, the **North** region experienced a growth of 817 total educational personnel, from 11,078 to 11,895 (16 percent of the total State work force in 1988-89). This represents a four-year growth rate of 7.4 percent, second only to the North Central region in proportionate growth. The bulk of this growth occurred since the 1987-88 school year. The number of new personnel (0 years Georgia experience) hired each year has remained relatively steady, from 649 in 1985-86 to 748 in 1988-89. Assistant principals increased by 71 positions and classroom teachers increased by 713 total positions (7 percent), although the number of secondary and special education teachers decreased; other personnel classifications showed minimal changes in total numbers. Personnel attrition has remained slightly less than the statewide mean during the tracking period, from a high of 7.5 percent between 1986 and 1987, to 6.2 percent the following year and to 6.7 between 1988 and 1989.

Of the five regions, the North region employs the largest percentage of male personnel--24 percent during the first two years of tracking; 23 percent through 1988-89. As a corollary, this region also employs the largest number of male teachers--20.3 percent averaged over the four years. The North region has the youngest total work force of all five regions, as well as the lowest mean years of State experience. Averaged over the four-year tracking period, the mean age is 38.9; the mean State experience is 12.1 years.

The North region has the highest percentage of performance-based certificates during each of the four years; performance-based certificates increased from 13 percent of all certificates in 1985-86 to 21.7 percent in 1988-89. Reflective of a younger work force, the North region also has the lowest percentage of life certificates among the regions during the entire tracking period--22.1 percent in 1985-86 and 16.4 percent in 1988-89.

The **North Central** region employs the largest total work force of the five regions and has experienced the largest increase in personnel among the regions, from 27,464 to 30,370 (an increase of 2,906 personnel, or 10.6 percent) during the four-year tracking period. The number of new personnel hired each year has grown from 1,411 in 1985-86 to 1,704 in 1988-89. In 1988-89, the North Central region employed 41 percent of the State's total work force. Personnel attrition was slightly less than the statewide mean during the first two years of tracking but increased during the third year. From 1986 to 1987, attrition was 7.8 percent, nearly identical to the statewide mean of 7.9 percent; attrition dropped to 6.1 percent the following year but jumped to 7.8 percent from 1988 to 1989 when the statewide mean was 7.4 percent.

Since 1985-86, classroom teachers increased by 10.7 percent, or 2,553 total teachers, primarily in grades K through elementary. However, secondary teachers have steadily decreased (by 482 personnel), and special education decreased for the first time in 1988-89 by 74 personnel. Although assistant principals increased by 120 total positions, a decrease of 26 assistant principal positions occurred since the close of the 1987-88 school year.

Of the five regions, the North Central region employs the lowest percentage of total male personnel--decreasing from 19.9 percent to 18.4 percent in 1988-89. Implicit is a diminishing number of male classroom teachers in this largest of regions--only 16.4 percent, on average, over the four years. The North Central region also has the oldest total work force of all the regions--40.0, on average, and the third most experienced work force (although very similar to the Southeast region)--12.7 over the four years.

The North Central region consistently has the lowest percentage of performance-based certificates among the five regions--from 9.8 percent of all certificates in 1985-86 to 18.1 percent four years later in 1988-89. In addition, the North Central region shows the lowest percentage of probationary certificates during the tracking period, from 2.1 percent in 1985-86 to 1.8 percent in 1988-89.

The **Central** region employs 17 percent of the total State work force in 1988-89 and mirrors the Southwest region in overall proportionate growth since 1985-86--3.3 percent--an increase of 238 total personnel, from 12,271 in 1985-86 to 12,674 in 1988-89. The number of new personnel hired each year is relatively stable, ranging from 688 in 1985-86 to 740 in 1988-89. During the four-

year tracking period, the Central region had the highest attrition in the State. From 1986 to 1987, attrition in the Central region was 8.1 percent, slightly above the State mean of 7.9 percent; from 1987 to 1988, the Central region had the highest attrition among the regions--7.4 percent--during a year when attrition dropped in the North, North Central, and Southwest regions and brought the State mean to 6.4 percent. During the most recent year of tracking, attrition slightly increased to 7.6 percent, slightly above the State mean of 7.4 percent. An additional 105 assistant principals were employed from 1985-86 to 1988-89. Together, secondary, vocational, and special education teachers decreased steadily during the period--by 569 positions--while kindergarten, elementary instructional specialists, and elementary teachers increased by 932 positions.

The number of male personnel in the Central region decreased from 22 percent of the total work force in 1985-86 to 20.6 percent in 1988-89; male teachers average 18.1 percent of all classroom teachers employed in the region since 1985-86. The Central work force is quite similar to the Southwest region in both mean age and mean State experience. The mean age of the Central region averaged over the tracking period is 39.9; the average mean State experience is 13.1 years.

The Central region has the highest percentage of life certificates among the regions for each tracking year--27.6 percent in 1985-86 and 21.3 percent in 1988-89. In addition, the Central region consistently has the lowest percentage of regular certificates--50.6 percent in 1985-86 and 46.8 percent in 1988-89.

Of the five regions, the **Southwest** has the smallest total work force (12 percent of the total work force in 1988-89) and reflects the least increase in number of personnel during the tracking period--from 8,341 in 1985-86 to 8,626 in 1989. These 209 additional personnel represent a 3.4 percent rate of growth over the four years, nearly identical to the growth rate of the Central region. Once again, the number of new personnel hired each year remained relatively steady, from 482 in 1985-86 to 527 in 1988-89. During the tracking period, attrition in the Southwest region has remained less than the statewide mean, from 7.4 percent between 1986 and 1987 to the lowest among the regions the following year, 5.5 percent. From 1988 to 1989, attrition in the Southwest region was nearly identical to that in the North region--6.8 percent--and slightly below the statewide mean of 7.4 percent.

Unlike the North, North Central, and Central regions, kindergarten teachers in the Southwest decreased by 17 positions since 1985-86. Similar to the other regions, the numbers of elementary instructional specialists more than doubled and elementary teachers also increased by 263 positions, while the numbers of secondary teachers decreased steadily (155 total positions). The numbers of vocational teachers remained steady, while special education

teachers increased minimally--by 33 positions. While 12 fewer principals were employed in 1988-89 than in 1985-86, there were 43 more assistant principals in 1988-89 than four years earlier.

The number of male personnel decreased to a somewhat lesser extent than in the other regions, from 21.6 percent in 1985-86 to 20.6 percent in 1988-89. Male teachers account for an average of 17.6 percent of all classroom teachers during the period. As noted earlier, the Southwest region mirrors the Central region in the mean age and mean State experience of its work force. The mean age of the work force in the Southwest, averaged over the four years, is 39.8; the mean State experience, 13.1 years.

The Southwest region is just slightly behind the Central region in showing the lowest percentage of regular certificates among the regions, and it also has one of the lowest percentages of nonrenewable certificates during the tracking period (the lowest in 1988-89--7.6 percent).

Although the **Southeast** region has the second smallest total work force of the five regions (14 percent of the total 1988-89 work force), it increased by 456 total personnel during the four years, from 10,092 to 10,548 (third among the regions, with a four-year growth rate of 4.5 percent). In fact, the Southeast region hired slightly more new personnel in proportion to its total work force numbers than did any other region--7 percent, compared to 6 percent in the other four regions. This additional hiring of new personnel may be explained, in part, as a regional response to a slightly higher attrition rate than in some other regions as well as a response to real growth. During the four-year tracking period, the Southeast region had the second highest attrition in the State. Personnel attrition in the Southeast region was the highest among all regions from 1986 to 1987--8.4 percent--compared to a statewide mean of 7.9 percent during the same period. The following year, the Southeast attrition of 7 percent ranked it just below that of the Central region (7.4 percent) but above the State mean of 6.4 percent. Attrition remained steady (7.1 percent) during the last year of tracking, when the North Central and Central regions lost a greater percentage of personnel and brought the State mean to 7.4 percent. Like the Southwest region, the number of kindergarten teachers also decreased (by 25 positions). Elementary instructional specialists gained 215 in number since 1985-86, and elementary teachers increased by 470 positions, while the number of secondary teachers decreased by 230 positions. There were 21 fewer principals in 1988-89 than four years earlier, but 71 additional assistant principals.

The Southeast remained nearly static in the percentage of male personnel in the work force: 20.4 percent male personnel in 1985-86 to 19.4 percent in 1988-89. The Southeast ranks second after the North region in mean age and mean State experience, with an average mean age of 39.2 and an average mean experience of 12.5 years.

The Southeast region has the highest percentage of provisional and probationary certificates among the regions during each of the four years tracked; provisional certificates ranged from 2.4 percent in 1985-86 to 1.9 percent in 1988-89, while probationary certificates ranged from 4.2 percent to 3.1 percent during the same period.

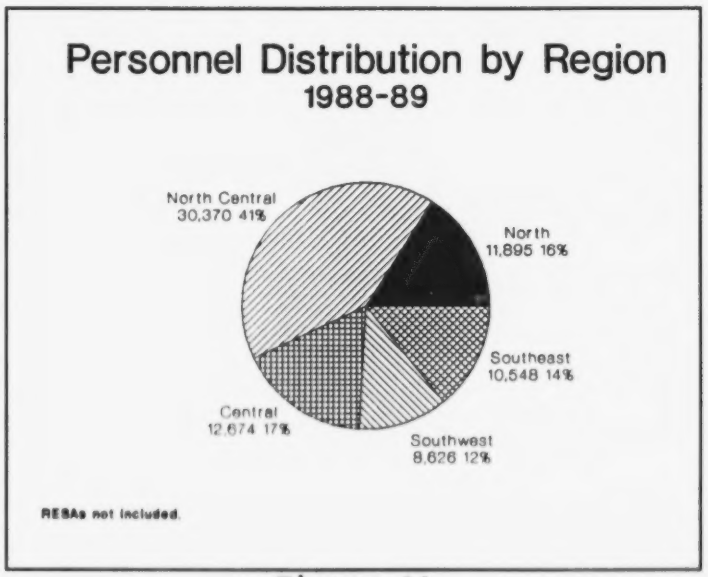

Figure 44

Table LVIII

Personnel Classification by Gender (North)

	1985-86				1986-87				1987-88				1988-89			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS																
Kindergarten	4	9	663	676	0	11	665	676	0	9	692	701	0	4	690	694
Elem. Inst. Spec.	0	71	128	199	0	106	199	305	0	131	237	368	0	131	272	403
Elementary	9	338	3,995	4,342	0	482	4,292	4,774	0	378	4,288	4,666	0	445	4,563	5,008
*Secondary	12	1,097	1,371	2,480	0	1,000	1,197	2,197	0	998	1,284	2,282	1	1,024	1,301	2,326
**Vocational	1	363	370	734	0	251	266	517	0	381	389	770	0	378	381	759
Special Education	8	168	1,117	1,293	0	147	1,026	1,173	0	146	1,052	1,198	0	131	1,116	1,247
	34	2,046	7,644	9,724	0	1,997	7,645	9,642	0	2,043	7,942	9,985	1	2,113	8,323	10,437
STUDENT SERVICES																
Elem. Counselors	0	6	25	31	0	9	31	40	0	9	36	45	0	11	50	61
Sec. Counselors	0	43	98	141	0	43	95	138	0	44	92	136	0	42	91	133
School Psychol.	0	6	9	15	0	8	15	23	0	9	16	25	0	15	21	36
School Psychom.	0	14	26	40	0	10	22	32	0	10	25	35	0	8	24	32
Visit. Teachers	0	18	14	32	0	17	16	33	0	17	16	33	0	16	15	31
Other Stud. Srvcs.	0	7	10	17	0	9	16	25	0	9	19	28	0	8	20	28
	0	94	182	276	0	96	195	291	0	98	204	302	0	100	221	321
ADMIN./SUPERVISORY																
Principals	0	260	51	311	0	254	57	311	0	247	61	308	0	233	71	304
Asst. Principals	0	98	29	127	0	103	46	149	0	111	63	174	0	120	78	198
Librarians	0	14	308	322	0	16	305	321	0	15	307	322	0	12	316	328
Curriculum Spec.	0	3	9	12	0	1	10	11	0	1	11	12	0	1	14	15
Dir. Curric./Inst.	0	25	34	59	0	25	29	54	0	22	30	52	0	18	31	49
Comm. Schl. Coord.	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1
Plant/Maintenance	0	2	0	2	0	1	0	1	0	1	0	1	0	2	0	2
Transp. Pers.	0	4	0	4	0	2	0	2	0	5	0	5	0	4	0	4
Food Srvc. Admin.	1	0	22	23	0	0	23	23	0	0	27	27	0	0	33	33
Inst. Supervisor	0	5	18	23	0	5	25	30	0	8	23	31	0	12	31	43
Finance/Business	0	5	0	5	0	3	0	3	0	3	0	3	0	2	0	2
Planning/Eval.	0	0	2	2	0	0	2	2	0	0	1	1	0	0	1	1
Dir. Comm. Schl.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	15	1	16	0	65	18	83	0	13	1	14	0	16	3	19
Spec. Ed. Dir.	0	10	20	30	0	10	23	33	0	9	28	37	0	8	28	36
Spec. Ed. Consult.	0	1	6	7	0	1	6	7	0	1	5	6	0	2	2	4
Kindergarten Dir.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kindergarten Cons.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	67	20	87	0	17	1	18	0	37	11	48	0	41	14	55
	1	509	521	1,031	0	503	546	1,049	0	473	569	1,042	0	471	623	1,094
SUPERINTENDENTS	0	46	0	46	0	46	0	46	0	46	0	46	0	43	0	43
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSING (Prof Code)	0	0	1	1	0	1	1	2	0	2	1	3	0	0	0	0
WORK FORCE TOTAL	35	2,695	8,348	11,078	0	2,643	8,387	11,030	0	2,662	8,716	11,378	1	2,727	9,167	11,895
Percentages		24%	76%			24%	76%			23%	77%			23%	77%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

This data does not reflect RESA personnel.

Table LIX

Personnel Classification by Gender (North Central)

	1985-86				1986-87				1987-88				1988-89			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS																
Kindergarten	3	12	1,228	1,243	0	24	1,466	1,490	0	24	1,658	1,682	0	16	1,684	1,700
Elem. Inst. Spec.	0	221	541	762	0	265	603	868	0	318	744	1,062	0	436	883	1,319
Elementary	26	552	9,485	10,063	0	862	10,364	11,226	0	706	10,524	11,230	0	757	11,260	12,017
*Secondary	30	2,466	4,673	7,169	0	2,325	4,333	6,658	0	2,318	4,480	6,798	0	2,269	4,418	6,687
**Vocational	11	571	901	1,483	0	338	534	872	0	616	912	1,528	0	595	859	1,454
Special Education	11	284	2,943	3,238	0	283	2,779	3,062	0	277	2,976	3,253	0	269	3,065	3,334
	81	4,106	19,771	23,958	0	4,097	20,079	24,176	0	4,259	21,294	25,553	0	4,342	22,169	26,511
STUDENT SERVICES																
Elem. Counselors	0	14	110	124	0	13	124	137	0	14	167	181	0	25	225	250
Sec. Counselors	0	111	332	443	0	108	345	453	0	104	353	457	0	94	320	414
School Psychol.	0	24	46	70	0	25	50	75	0	31	52	83	0	31	62	93
School Psychom.	1	11	56	68	0	10	53	63	0	9	50	59	0	9	52	61
Visit. Teachers	0	32	47	79	0	31	50	81	0	28	55	83	0	34	65	99
Other Stud. Srvcs.	0	12	47	59	0	10	43	53	0	13	40	53	0	15	59	74
	1	204	638	843	0	197	665	862	0	199	717	916	0	208	783	991
ADMIN./SUPERVISORY																
Principals	0	459	190	649	0	427	216	643	0	411	236	647	0	391	250	641
Asst. Principals	0	283	207	490	0	311	289	600	0	294	342	636	0	291	319	610
Librarians	1	28	716	745	0	32	726	758	0	34	725	759	0	31	728	759
Curriculum Spec.	0	22	50	72	0	17	55	72	0	20	66	86	0	18	59	77
Dir. Curric./Inst.	0	48	49	97	0	38	47	85	0	34	47	81	0	31	52	83
Comm. Schl. Coord.	0	13	8	21	0	13	6	19	0	13	8	21	0	13	7	20
Plant/Maintenance	0	10	2	12	0	17	1	18	0	17	1	18	0	14	1	15
Transp. Pers.	0	15	0	15	0	17	0	17	0	16	0	16	0	14	0	14
Food Srvc. Admin.	1	2	25	28	0	2	33	35	0	3	38	41	0	2	34	36
Inst. Supervisor	0	33	86	119	0	46	139	185	0	42	163	205	0	42	179	221
Finance/Business	0	21	6	27	0	19	10	29	0	20	14	34	0	20	10	30
Planning/Eval.	0	5	11	16	0	8	12	20	0	7	11	18	0	7	12	19
Dir. Comm. Schl.	0	3	0	3	0	4	0	4	0	6	0	6	0	6	1	7
Deputy/Area Super.	0	38	13	51	0	49	12	61	0	50	13	63	0	49	20	69
Spec. Ed. Dir.	0	11	25	36	0	12	21	33	0	13	21	34	0	10	21	31
Spec. Ed. Consult.	0	12	60	72	0	11	58	69	0	9	61	70	0	7	52	59
Kindergarten Dir.	0	1	0	1	0	0	1	1	0	0	1	1	0	0	1	1
Kindergarten Cons.	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	107	66	173	0	102	65	167	0	83	74	157	0	80	72	152
	2	1,111	1,515	2,628	0	1,125	1,691	2,816	0	1,072	1,821	2,893	0	1,026	1,818	2,844
SUPERINTENDENTS	0	22	3	25	0	23	3	26	0	23	4	27	0	21	3	24
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSING (Prof Code)	0	4	6	10	0	2	1	3	0	2	1	3	0	0	0	0
WORK FORCE TOTAL	84	5,447	21,933	27,464	0	5,444	22,439	27,883	0	5,555	23,837	29,392	0	5,597	24,773	30,370
Percentages		20%	80%			20%	80%			19%	81%			18%	82%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary disicpline codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

This data does not reflect RESA personnel.

Table LX

Personnel Classification by Gender (Central)

	1985-86				1986-87				1987-88				1988-89			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS																
Kindergarten	7	3	663	673	0	10	725	735	0	10	732	742	0	5	742	747
Elem. Inst. Spec.	2	56	91	149	0	93	138	231	0	125	174	299	0	173	258	431
Elementary	17	306	4,388	4,711	0	441	4,757	5,198	0	373	4,732	5,105	0	412	4,875	5,287
*Secondary	22	1,128	1,897	3,047	0	968	1,664	2,632	0	993	1,741	2,734	0	987	1,697	2,684
**Vocational	17	396	453	866	0	321	345	666	0	342	430	772	0	308	413	721
Special Education	10	123	1,126	1,259	0	122	1,058	1,180	0	125	1,087	1,212	0	119	1,079	1,198
	75	2,012	8,618	10,705	0	1,955	8,687	10,642	0	1,968	8,896	10,864	0	2,004	9,064	11,068
STUDENT SERVICES																
Elem. Counselors	0	6	20	26	0	9	19	28	0	7	23	30	0	11	43	54
Sec. Counselors	0	59	124	183	0	54	126	180	0	58	129	187	0	51	112	163
School Psychol.	1	16	10	27	0	15	10	25	0	16	13	29	0	15	18	33
School Psychom.	0	5	21	26	0	7	21	28	0	9	20	29	0	9	19	28
Visit. Teachers	0	17	18	35	0	18	18	36	0	16	18	34	0	16	24	40
Other Stud. Srvcs.	0	8	23	31	0	9	20	29	0	6	16	22	0	7	17	24
	1	111	216	328	0	112	214	326	0	112	219	331	0	109	233	342
ADMIN./SUPERVISORY																
Principals	0	254	74	328	0	239	86	325	0	239	85	324	0	231	90	321
Asst. Principals	0	115	45	160	0	110	68	178	0	113	118	231	0	124	141	265
Librarians	1	10	324	335	0	13	322	335	0	13	321	334	0	11	320	331
Curriculum Spec.	0	6	34	40	0	8	29	37	0	7	31	38	0	8	30	38
Dir. Curric./Inst.	0	18	39	57	0	19	41	60	0	14	42	56	0	11	43	54
Comm. Schl. Coord.	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
Plant/Maintenance	0	4	0	4	0	5	0	5	0	5	0	5	0	4	0	4
Transp. Pers.	0	6	0	6	0	7	1	8	0	6	1	7	0	6	0	6
Food Srvc. Admin.	1	0	22	23	0	1	23	24	0	0	26	26	0	0	29	29
Inst. Supervisor	0	14	83	97	0	17	70	87	0	12	41	53	0	6	31	37
Finance/Business	0	5	0	5	0	5	1	6	0	5	1	6	0	4	1	5
Planning/Eval.	0	1	4	5	0	2	5	7	0	2	5	7	0	1	3	4
Dir. Comm. Schl.	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1
Deputy/Area Super.	0	14	1	15	0	17	3	20	0	21	5	26	0	24	6	30
Spec. Ed. Dir.	0	10	13	23	0	5	15	20	0	4	16	20	0	4	16	20
Spec. Ed. Consult.	0	3	17	20	0	2	15	17	0	3	14	17	0	2	19	21
Kindergarten Dir.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kindergarten Cons.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	57	20	77	0	51	23	74	0	27	21	48	0	28	31	59
	2	517	677	1,196	0	501	702	1,203	0	471	728	1,199	0	465	760	1,225
SUPERINTENDENTS	0	38	2	40	0	38	2	40	0	37	3	40	0	38	1	39
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSING (Prof Code)	0	0	2	2	0	0	2	2	0	0	2	2	0	0	0	0
WORK FORCE TOTAL	78	2,678	9,515	12,271	0	2,606	9,607	12,213	0	2,588	9,848	12,436	0	2,616	10,058	12,674
Percentages		22%	78%			21%	79%			21%	79%			21%	79%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

This data does not reflect RESA personnel.

Table LXI

Personnel Classification by Gender (Southwest)

	1985-86				1986-87				1987-88				1988-89			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS																
Kindergarten	2	6	513	521	0	7	505	512	0	6	500	506	0	3	501	504
Elem. Inst. Spec.	1	45	96	142	0	63	125	188	0	112	176	288	0	122	182	304
Elementary	9	214	3,136	3,359	0	291	3,278	3,569	0	238	3,262	3,500	0	261	3,361	3,622
*Secondary	9	687	1,124	1,820	0	593	974	1,567	0	577	1,032	1,609	0	595	1,070	1,665
**Vocational	2	261	286	549	0	215	240	455	0	279	292	571	0	258	277	535
Special Education	6	99	781	886	0	88	746	834	0	86	805	891	0	87	832	919
	29	1,312	5,936	7,277	0	1,257	5,868	7,125	0	1,298	6,067	7,365	0	1,326	6,223	7,549
STUDENT SERVICES																
Elem. Counselors	0	2	11	13	0	2	11	13	0	5	20	25	0	7	26	33
Sec. Counselors	0	30	91	121	0	30	91	121	0	24	85	109	0	26	77	103
School Psychol.	0	14	7	21	0	11	7	18	0	8	8	16	0	9	6	15
School Psychom.	1	12	13	26	0	12	12	24	0	13	14	27	0	12	18	30
Visit. Teachers	1	14	15	30	0	11	14	25	0	10	16	26	0	11	18	29
Other Stud. Srvcs.	1	6	21	28	0	6	19	25	0	8	18	26	0	7	11	18
	3	78	158	239	0	72	154	226	0	68	161	229	0	72	156	228
ADMIN./SUPERVISORY																
Principals	0	170	45	215	0	165	49	214	0	155	52	207	0	148	55	203
Asst. Principals	0	79	35	114	0	87	40	127	0	94	45	139	0	101	56	157
Librarians	0	10	206	216	0	14	211	225	0	13	211	224	0	9	209	218
Curriculum Spec.	0	0	6	6	0	0	8	8	0	1	11	12	0	1	11	12
Dir. Curric./Inst.	0	26	36	62	0	22	35	57	0	20	32	52	0	16	30	46
Comm. Schl. Coord.	0	0	2	2	0	0	1	1	0	0	1	1	0	0	1	1
Plant/Maintenance	0	2	0	2	0	3	0	3	0	2	0	2	0	3	0	3
Transp. Pers.	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3
Food Srvc. Admin.	0	3	15	18	0	2	18	20	0	2	19	21	0	2	24	26
Inst. Supervisor	0	8	14	22	0	6	19	25	0	6	21	27	0	9	34	43
Finance/Business	0	1	0	1	0	2	0	2	0	2	0	2	0	2	0	2
Planning/Eval.	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1
Dir. Comm. Schl.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	10	1	11	0	11	1	12	0	13	2	15	0	15	2	17
Spec. Ed. Dir.	0	9	22	31	0	6	23	29	0	7	22	29	0	7	23	30
Spec. Ed. Consult.	0	0	7	7	0	0	4	4	0	0	3	3	0	0	2	2
Kindergarten Dir.	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	0
Kindergarten Cons.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	46	21	67	0	44	19	63	0	25	17	42	0	25	20	45
	0	367	412	779	0	366	429	795	0	344	437	781	0	342	467	809
SUPERINTENDENTS	0	40	3	43	0	38	3	41	0	37	4	41	0	36	4	40
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSING (Prof Code)	0	1	2	3	0	0	1	1	0	0	1	1	0	0	0	0
WORK FORCE TOTAL	32	1,798	6,511	8,341	0	1,733	6,455	8,188	0	1,747	6,670	8,417	0	1,776	6,850	8,626
Percentages		22%	78%			21%	79%			21%	79%			21%	79%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.
**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.
This data does not reflect RESA personnel.

Table LXII

Personnel Classification by Gender (Southeast)

	1985-86				1986-87				1987-88				1988-89			
	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total	Missing Gender	M	F	Total
TEACHERS																
Kindergarten	0	12	643	655	0	7	619	626	0	6	628	634	0	3	627	630
Elem. Inst. Spec.	0	78	161	239	0	99	189	288	0	149	243	392	0	182	272	454
Elementary	19	268	3,794	4,081	0	385	3,996	4,381	0	291	3,960	4,251	0	337	4,214	4,551
*Secondary	16	793	1,395	2,204	0	710	1,264	1,974	0	678	1,276	1,954	0	698	1,276	1,974
**Vocational	3	286	349	638	0	203	253	456	0	305	366	671	0	282	332	614
Special Education	7	93	926	1,026	0	100	872	972	0	99	901	1,000	0	80	911	991
	45	1,530	7,268	8,843	0	1,504	7,193	8,697	0	1,528	7,374	8,902	0	1,582	7,632	9,214
STUDENT SERVICES																
Elem. Counselors	0	9	59	68	0	11	58	69	0	11	64	75	0	17	72	89
Sec. Counselors	0	40	76	116	0	37	80	117	0	36	81	117	0	35	81	116
School Psychol.	0	9	13	22	0	10	15	25	0	10	14	24	0	9	20	29
School Psychom.	0	6	25	31	0	5	21	26	0	4	22	26	0	4	20	24
Visit. Teachers	0	15	12	27	0	14	9	23	0	11	10	21	0	12	12	24
Other Stud. Srvcs.	0	7	8	15	0	6	10	16	0	11	6	17	0	9	7	16
	0	86	193	279	0	83	193	276	0	83	197	280	0	86	212	298
ADMIN./SUPERVISORY																
Principals	0	206	67	273	0	202	75	277	0	187	79	266	0	174	78	252
Asst. Principals	1	81	49	131	0	90	65	155	0	102	83	185	0	107	95	202
Librarians	1	9	254	264	0	15	269	284	0	12	270	282	0	11	266	277
Curriculum Spec.	0	2	13	15	0	2	8	10	0	1	10	11	0	1	8	9
Dir. Curric./Inst.	0	25	46	71	0	24	40	64	0	21	39	60	0	20	39	59
Comm. Schl. Coord.	0	0	0	0	0	0	2	2	0	0	1	1	0	0	1	1
Plant/Maintenance	0	1	0	1	0	1	0	1	0	2	0	2	0	2	0	2
Transp. Pers.	0	2	0	2	0	3	0	3	0	4	0	4	0	5	0	5
Food Srvc. Admin.	0	0	30	30	0	0	32	32	0	0	32	32	0	0	32	32
Inst. Supervisor	0	1	10	11	0	2	16	18	0	0	14	14	0	4	11	15
Finance/Business	0	1	1	2	0	1	1	2	0	3	1	4	0	3	1	4
Planning/Eval.	0	1	1	2	0	2	2	4	0	2	2	4	0	3	2	5
Dir. Comm. Schl.	0	2	0	2	0	3	0	3	0	3	0	3	0	2	0	2
Deputy/Area Super.	0	9	2	11	0	11	4	15	0	12	5	17	0	11	5	16
Spec. Ed. Dir.	0	8	26	34	0	4	26	30	0	6	30	36	0	6	30	36
Spec. Ed. Consult.	0	3	5	8	0	3	5	8	0	3	5	8	0	2	5	7
Kindergarten Dir.	0	0	3	3	0	0	3	3	0	0	2	2	0	0	2	2
Kindergarten Cons.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	48	18	66	0	52	29	81	0	33	29	62	0	40	30	70
	2	399	525	926	0	415	577	992	0	391	602	993	0	391	605	996
SUPERINTENDENTS	0	36	5	41	0	34	5	39	0	35	5	40	0	37	3	40
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSING (Prof Code)	0	2	1	3	0	2	3	5	0	2	1	3	0	0	0	0
WORK FORCE TOTAL	47	2,053	7,992	10,092	0	2,038	7,971	10,009	0	2,039	8,179	10,218	0	2,096	8,452	10,548
Percentages		20%	80%			20%	80%			20%	80%			20%	80%	

*From 1986-87 through 1988-89, DOE procedures have obscured secondary discipline codes.

**In 1986-87 and 1987-88, DOE procedures obscured vocational discipline codes; this data also reflects the creation of the Board of Post-Secondary Vocational Education.

This data does not reflect RESA personnel.

Table LXIII

Range Distribution of Age (North)

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21-25	583	5.6%	550	5.2%	555	5.1%	618	5.4%
26-30	1,554	14.9%	1,444	13.7%	1,438	13.1%	1,501	13.0%
31-35	2,140	20.5%	1,965	18.7%	1,917	17.5%	1,839	16.0%
36-40	2,515	24.1%	2,590	24.6%	2,564	23.4%	2,552	22.2%
41-45	1,538	14.7%	1,754	16.7%	2,039	18.6%	2,300	20.0%
46-50	902	8.6%	1,003	9.5%	1,187	10.8%	1,357	11.8%
51-55	622	6.0%	637	6.0%	642	5.9%	733	6.4%
56-60	408	3.9%	413	3.9%	436	4.0%	454	3.9%
61-65	154	1.5%	142	1.3%	148	1.4%	141	1.2%
66+	31	0.3%	34	0.3%	25	0.2%	25	0.2%
	10,447	100.0%	10,532	100.0%	10,951	100.0%	11,520	100.0%
Missing (Age)	631		498		427		375	
Total:	11,078		11,030		11,378		11,895	
Mean Age:	38.4		38.9		39.2		39.4	

Percentages do not always sum to 100 due to rounding.

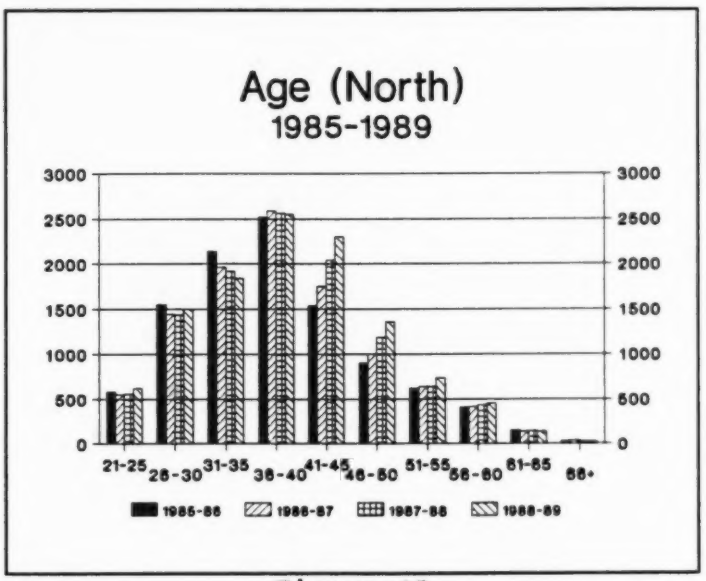

Figure 45

Table LXIV

Range Distribution of Age (North Central)

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	1	0.0%	2	0.0%	1	0.0%	0	0.0%
21-25	1,117	4.2%	1,171	4.3%	1,370	4.8%	1,442	4.9%
26-30	3,317	12.6%	3,237	12.0%	3,363	11.8%	3,406	11.5%
31-35	4,826	18.4%	4,459	16.5%	4,418	15.4%	4,216	14.2%
36-40	6,158	23.4%	6,333	23.5%	6,290	22.0%	6,177	20.8%
41-45	4,473	17.0%	4,935	18.3%	5,656	19.8%	6,231	21.0%
46-50	2,765	10.5%	3,018	11.2%	3,457	12.1%	3,954	13.3%
51-55	1,925	7.3%	2,061	7.6%	2,192	7.7%	2,308	7.8%
56-60	1,139	4.3%	1,180	4.4%	1,239	4.3%	1,332	4.5%
61-65	479	1.8%	471	1.7%	505	1.8%	504	1.7%
66+	93	0.4%	92	0.3%	108	0.4%	122	0.4%
	26,293	100.0%	26,959	100.0%	28,599	100.0%	29,692	100.0%
Missing (Age)	1,171		924		793		678	
Total:	27,464		27,883		29,392		30,370	
Mean Age:	39.6		39.9		40.1		40.4	

Percentages do not always sum to 100 due to rounding.

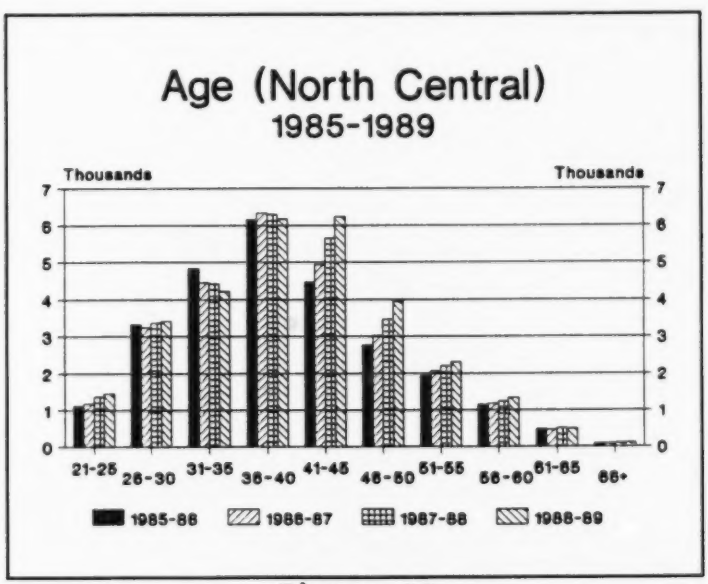

Figure 46

Table LXV

Range Distribution of Age (Central)

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21-25	539	4.8%	531	4.6%	565	4.8%	542	4.5%
26-30	1,417	12.5%	1,431	12.5%	1,434	12.2%	1,397	11.6%
31-35	2,184	19.3%	2,036	17.8%	1,948	16.5%	1,883	15.6%
36-40	2,635	23.3%	2,663	23.2%	2,614	22.2%	2,588	21.4%
41-45	1,752	15.5%	1,964	17.1%	2,235	19.0%	2,453	20.3%
46-50	1,113	9.8%	1,167	10.2%	1,276	10.8%	1,478	12.2%
51-55	889	7.9%	872	7.6%	889	7.5%	915	7.6%
56-60	548	4.8%	557	4.9%	584	5.0%	604	5.0%
61-65	203	1.8%	201	1.8%	190	1.6%	208	1.7%
66+	39	0.3%	38	0.3%	43	0.4%	27	0.2%
	11,319	100.0%	11,460	100.0%	11,778	100.0%	12,095	100.0%
Missing (Age)	952		753		658		579	
Total:	12,271		12,213		12,436		12,674	
Mean Age:	39.5		39.7		39.9		40.3	

Percentages do not always sum to 100 due to rounding.

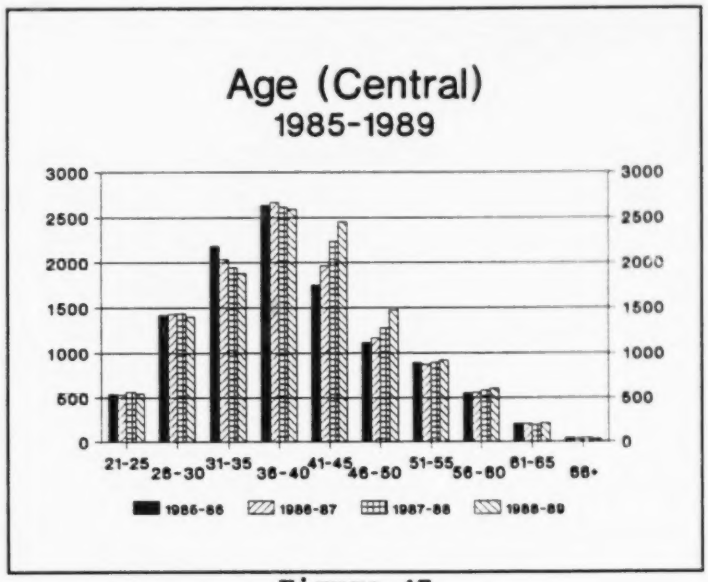

Figure 47

Table LXVI

Range Distribution of Age (Southwest)

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	1	0.0%	1	0.0%	0	0.0%	0	0.0%
21-25	366	4.8%	353	4.6%	356	4.5%	401	4.9%
26-30	1,051	13.7%	969	12.7%	1,003	12.6%	957	11.6%
31-35	1,604	20.9%	1,416	18.5%	1,310	16.4%	1,304	15.8%
36-40	1,743	22.7%	1,848	24.1%	1,899	23.8%	1,874	22.7%
41-45	1,043	13.6%	1,147	15.0%	1,339	16.8%	1,530	18.5%
46-50	718	9.3%	785	10.2%	857	10.8%	950	11.5%
51-55	576	7.5%	562	7.3%	601	7.5%	627	7.6%
56-60	403	5.2%	424	5.5%	437	5.5%	417	5.1%
61-65	156	2.0%	129	1.7%	139	1.7%	165	2.0%
66+	27	0.4%	25	0.3%	28	0.4%	26	0.3%
	7,688	100.0%	7,659	100.0%	7,969	100.0%	8,251	100.0%
Missing (Age)	653		529		448		375	
Total:	8,341		8,188		8,417		8,626	
Mean Age:	39.3		39.7		39.9		40.1	

Percentages do not always sum to 100 due to rounding.

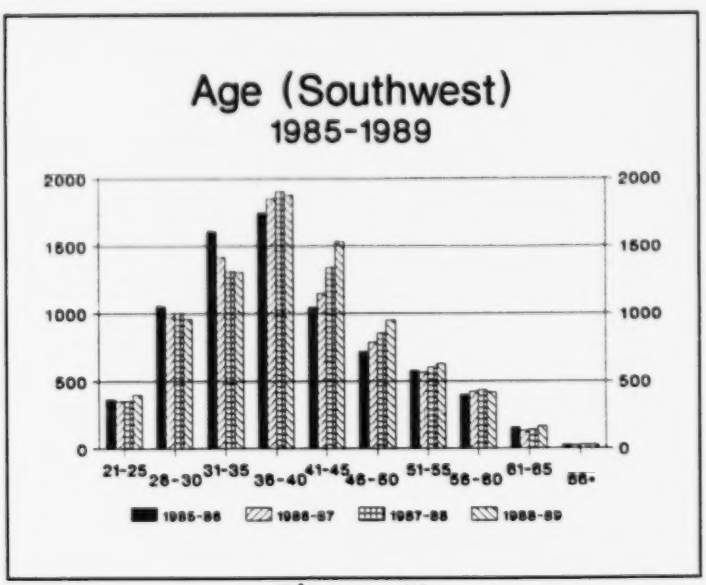

Figure 48

Table LXVII

Range Distribution of Age (Southeast)

	1985-86		1986-87		1987-88		1988-89	
Age	Count	%	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21-25	584	6.3%	582	6.2%	550	5.7%	565	5.6%
26-30	1,334	14.3%	1,242	13.2%	1,278	13.1%	1,291	12.8%
31-35	1,936	20.7%	1,801	19.1%	1,686	17.3%	1,625	16.0%
36-40	2,085	22.3%	2,194	23.3%	2,241	23.0%	2,250	22.2%
41-45	1,265	13.5%	1,430	15.2%	1,646	16.9%	1,873	18.5%
46-50	864	9.3%	893	9.5%	993	10.2%	1,076	10.6%
51-55	686	7.3%	692	7.3%	739	7.6%	810	8.0%
56-60	404	4.3%	410	4.4%	413	4.2%	434	4.3%
61-65	152	1.6%	153	1.6%	153	1.6%	160	1.6%
66+	30	0.3%	28	0.3%	30	0.3%	41	0.4%
	9,340	100.0%	9,425	100.0%	9,729	100.0%	10,125	100.0%
Missing (Age)	752		584		489		423	
Total:	10,092		10,009		10,218		10,548	
Mean Age:	38.7		39.0		39.3		39.6	

Percentages do not always sum to 100 due to rounding.

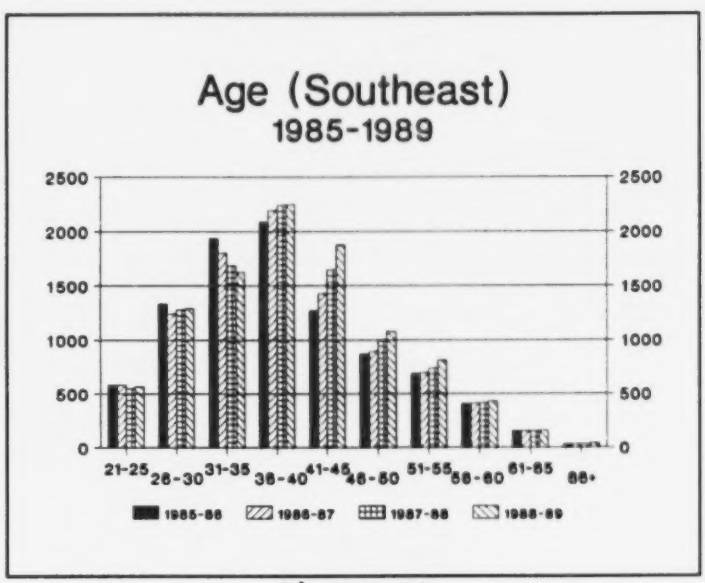

Figure 49

Table LXVIII

Range Distribution of State Experience (North)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	1,878	17.0%	1,828	16.6%	1,881	16.5%	2,141	18.0%
5- 9	3,239	29.2%	3,020	27.4%	2,941	25.8%	2,609	21.9%
10-14	2,585	23.3%	2,587	23.5%	2,649	23.3%	2,907	24.4%
15-19	1,575	14.2%	1,793	16.3%	2,018	17.7%	2,199	18.5%
20-24	836	7.5%	894	8.1%	991	8.7%	1,112	9.3%
25-29	541	4.9%	536	4.9%	558	4.9%	607	5.1%
30-34	286	2.6%	260	2.4%	242	2.1%	213	1.8%
35-39	111	1.0%	96	0.9%	83	0.7%	89	0.7%
40-44	23	0.2%	13	0.1%	13	0.1%	16	0.1%
Over 44	4	0.0%	3	0.0%	2	0.0%	2	0.0%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	11,078	100.0%	11,030	100.0%	11,378	100.0%	11,895	100.0%
Mean Experience:	11.8		12.0		12.2		12.2	

Percentages do not always sum to 100 due to rounding.

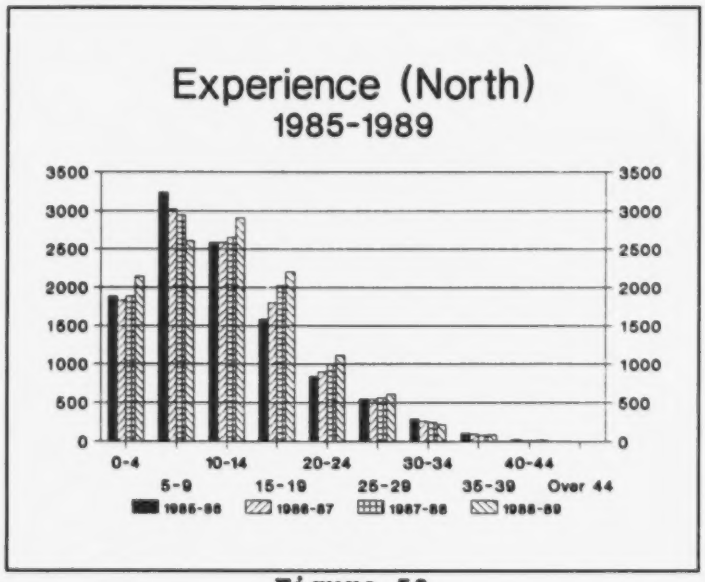

Figure 50

Table LXIX

Range Distribution of State Experience (North Central)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	4,562	16.6%	4,694	16.8%	5,249	17.9%	5,391	17.8%
5- 9	6,860	25.0%	6,563	23.5%	6,617	22.5%	6,411	21.1%
10-14	6,335	23.1%	6,307	22.6%	6,414	21.8%	6,748	22.2%
15-19	4,376	15.9%	4,691	16.8%	5,154	17.5%	5,444	17.9%
20-24	2,601	9.5%	2,889	10.4%	3,121	10.6%	3,431	11.3%
25-29	1,649	6.0%	1,694	6.1%	1,735	5.9%	1,874	6.2%
30-34	725	2.6%	713	2.6%	754	2.6%	744	2.4%
35-39	298	1.1%	290	1.0%	306	1.0%	274	0.9%
40-44	51	0.2%	38	0.1%	38	0.1%	47	0.2%
Over 44	7	0.0%	4	0.0%	4	0.0%	6	0.0%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	27,464	100.0%	27,883	100.0%	29,392	100.0%	30,370	100.0%
Mean Experience:	12.5		12.7		12.7		12.8	

Percentages do not always sum to 100 due to rounding.

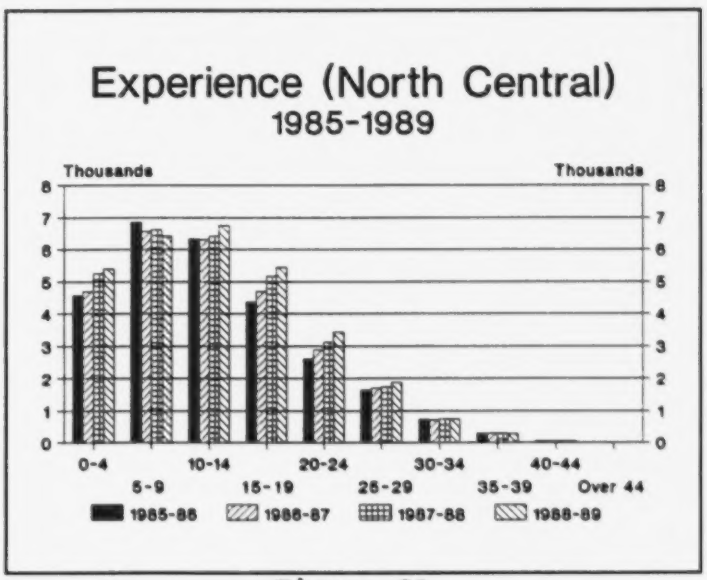

Figure 51

Table LXX

Range Distribution of State Experience (Central)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	1,977	16.1%	2,031	16.6%	2,153	17.3%	2,201	17.4%
5- 9	2,962	24.1%	2,766	22.6%	2,691	21.6%	2,408	19.0%
10-14	2,775	22.6%	2,730	22.4%	2,638	21.2%	2,803	22.1%
15-19	1,943	15.8%	2,034	16.7%	2,198	17.7%	2,385	18.8%
20-24	1,201	9.8%	1,275	10.4%	1,360	10.9%	1,483	11.7%
25-29	844	6.9%	856	7.0%	872	7.0%	862	6.8%
30-34	380	3.1%	364	3.0%	375	3.0%	387	3.1%
35-39	152	1.2%	119	1.0%	118	0.9%	117	0.9%
40-44	28	0.2%	26	0.2%	21	0.2%	21	0.2%
Over 44	9	0.1%	12	0.1%	10	0.1%	7	0.1%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	12,271	100.0%	12,213	100.0%	12,436	100.0%	12,674	100.0%
Mean Experience:	12.9		13.0		13.1		13.3	

Percentages do not always sum to 100 due to rounding.

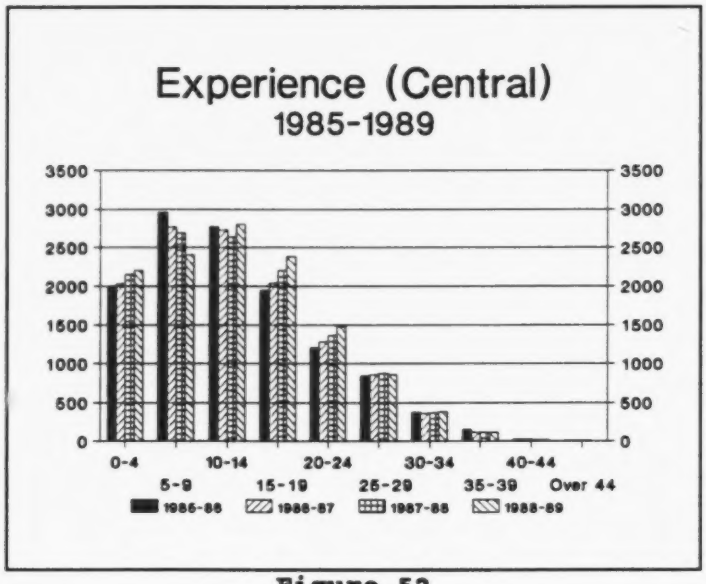

Figure 52

Table LXXI

Range Distribution of State Experience (Southwest)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	1,294	15.5%	1,239	15.1%	1,399	16.6%	1,468	17.0%
5- 9	2,259	27.1%	2,073	25.3%	1,959	23.3%	1,781	20.6%
10-14	1,849	22.2%	1,831	22.4%	1,850	22.0%	2,005	23.2%
15-19	1,125	13.5%	1,240	15.1%	1,400	16.6%	1,524	17.7%
20-24	731	8.8%	778	9.5%	790	9.4%	840	9.7%
25-29	582	7.0%	564	6.9%	575	6.8%	586	6.8%
30-34	329	3.9%	302	3.7%	286	3.4%	276	3.2%
35-39	140	1.7%	135	1.6%	137	1.6%	120	1.4%
40-44	24	0.3%	19	0.2%	14	0.2%	21	0.2%
Over 44	8	0.1%	7	0.1%	7	0.1%	5	0.1%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	8,341	100.0%	8,188	100.0%	8,417	100.0%	8,626	100.0%
Mean Experience:	12.9		13.1		13.1		13.1	

Percentages do not always sum to 100 due to rounding.

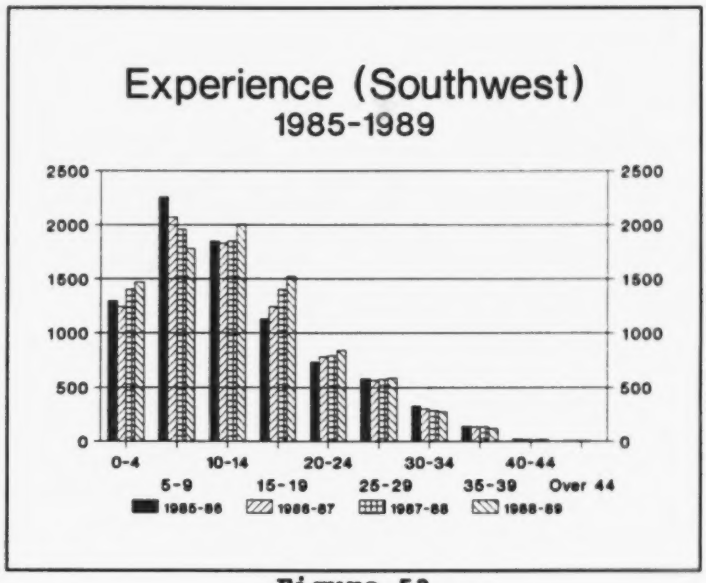

Figure 53

Table LXXII

Range Distribution of State Experience (Southeast)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %	1988-89 Count	1988-89 %
0- 4	1,815	18.0%	1,742	17.4%	1,836	18.0%	1,999	19.0%
5- 9	2,640	26.2%	2,514	25.1%	2,462	24.1%	2,236	21.2%
10-14	2,267	22.5%	2,263	22.6%	2,233	21.9%	2,359	22.4%
15-19	1,374	13.6%	1,552	15.5%	1,727	16.9%	1,895	18.0%
20-24	846	8.4%	877	8.8%	913	8.9%	1,002	9.5%
25-29	681	6.7%	653	6.5%	663	6.5%	693	6.6%
30-34	302	3.0%	270	2.7%	258	2.5%	246	2.3%
35-39	140	1.4%	116	1.2%	107	1.0%	91	0.9%
40-44	26	0.3%	21	0.2%	19	0.2%	25	0.2%
Over 44	1	0.0%	1	0.0%	0	0.0%	2	0.0%
Missing (Experience)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total:	10,092	100.0%	10,009	100.0%	10,218	100.0%	10,548	100.0%
Mean Experience:	12.3		12.5		12.5		12.5	

Percentages do not always sum to 100 due to rounding.

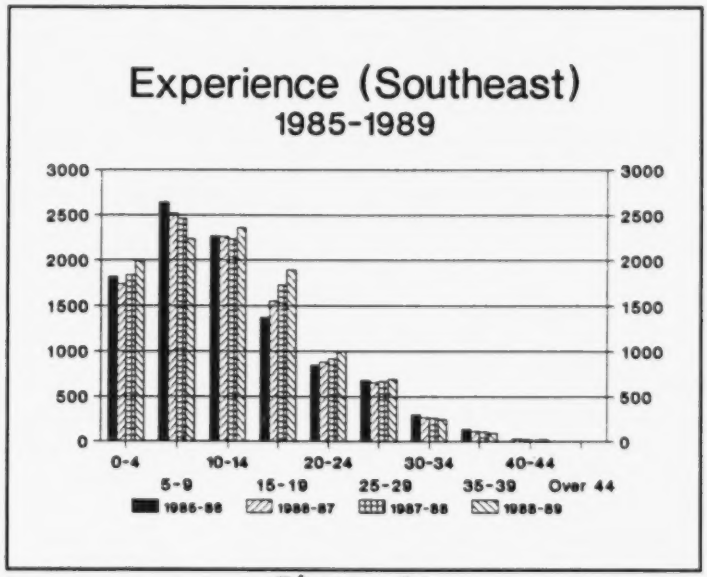

Figure 54

Table LXXIII

Regional Work Force Summary by Gender and Age

		1985-86			1986-87			1987-88			1988-89		
		Total Count	%	Mean Age	Total Count	%	Mean Age	Total Count	%	Mean Age	Total Count	%	Mean Age
North	Males	2,695	24.4%	39.82	2,643	24.0%	40.24	2,662	23.4%	40.58	2,727	22.9%	40.79
	Females	8,348	75.6%	37.97	8,387	76.0%	38.42	8,716	76.6%	38.73	9,167	77.1%	38.94
North Central	Males	5,447	19.9%	40.94	5,444	19.5%	41.16	5,555	18.9%	41.32	5,597	18.4%	41.67
	Females	21,933	80.1%	39.32	22,439	80.5%	39.64	23,837	81.1%	39.83	24,773	81.6%	40.13
Central	Males	2,678	22.0%	41.78	2,606	21.3%	41.88	2,588	20.8%	41.75	2,616	20.6%	42.05
	Females	9,515	78.0%	38.92	9,607	78.7%	39.14	9,848	79.2%	39.44	10,058	79.4%	39.78
Southwest	Males	1,798	21.6%	41.41	1,733	21.2%	41.56	1,747	20.8%	41.96	1,776	20.6%	42.08
	Females	6,511	78.4%	38.73	6,455	78.8%	39.16	6,670	79.2%	39.40	6,850	79.4%	39.62
Southeast	Males	2,053	20.4%	40.25	2,038	20.4%	40.38	2,039	20.0%	40.47	2,096	19.9%	40.74
	Females	7,992	79.6%	38.34	7,971	79.6%	38.68	8,179	80.0%	39.03	8,452	80.1%	39.36

These totals do not reflect RESA personnel.

Table LXXIV

Age by Region

	1985-86		1986-87		1987-88		1988-89	
	Regional Work Force	Mean Age	Regional Work Force	Mean Age	Regional Work Force	Mean Age	Regional Work Force	Mean Age
North	11,078	38.42	11,030	38.85	11,378	39.16	11,895	39.36
North Central	27,464	39.64	27,883	39.93	29,392	40.11	30,370	40.41
Central	12,271	39.54	12,213	39.72	12,436	39.91	12,674	40.25
Southwest	8,341	39.32	8,188	39.67	8,417	39.93	8,626	40.13
Southeast	10,092	38.73	10,009	39.02	10,218	39.32	10,548	39.63

These totals do not reflect RESA personnel.

Table LXXV

Experience by Region

	1985-86		1986-87		1987-88		1988-89	
	Regional Work Force	Mean Experience	Regional Work Force	Mean Experience	Regional Work Force	Mean Experience	Regional Work Force	Mean Experience
North	11,078	11.8	11,030	12.0	11,378	12.2	11,895	12.2
North Central	27,464	12.5	27,883	12.7	29,392	12.7	30,370	12.8
Central	12,271	12.9	12,213	13.0	12,436	13.1	12,674	13.3
Southwest	8,341	12.9	8,188	13.1	8,417	13.1	8,626	13.1
Southeast	10,092	12.3	10,009	12.5	10,218	12.5	10,548	12.5

These totals do not reflect RESA personnel.

Table LXXVI

New Personnel by Region
(0 Years Georgia Experience)

	1985-86			1986-87			1987-88			1988-89		
	New	Total	%	New	Total	%	New	Total	%	New	Total	%
North	649	11,078	6%	635	11,030	6%	622	11,378	5%	748	11,895	6%
North Central	1,411	27,464	5%	1,394	27,883	5%	1,691	29,392	6%	1,704	30,370	6%
Central	774	12,271	6%	763	12,213	6%	770	12,436	6%	733	12,674	6%
Southwest	482	8,341	6%	402	8,188	5%	513	8,417	6%	527	8,626	6%
Southeast	688	10,092	7%	623	10,009	6%	689	10,218	7%	740	10,548	7%
RESAs	50	403	12%	15	363	4%	24	385	6%	31	441	7%
Total:	4,054	69,649	6%	3,832	69,686	5%	4,309	72,226	6%	4,483	74,554	6%

Table LXXVII

Attrition by Region
1986 to 1989

	1986 to 1987			Percent of State Total	
	1986-1987 Attrition	1986 Total	% Attrition	Work Force	Attrition
North	836	11,078	7.5	15.9	15.3
North Central	2,132	27,464	7.8	39.4	39.0
Central	1,000	12,271	8.1	17.6	18.3
Southwest	614	8,341	7.4	12.0	11.2
Southeast	844	10,092	8.4	14.5	15.4
Total:	5,426	69,246	7.9		

	1987 to 1988			Percent of State Total	
	1987-1988 Attrition	1987 Total	% Attrition	Work Force	Attrition
North	687	11,030	6.2	15.8	15.3
North Central	1,704	27,883	6.1	39.9	38.1
Central	901	12,213	7.4	17.5	20.1
Southwest	451	8,188	5.5	11.7	10.1
Southeast	702	10,009	7.0	14.3	15.7
Total:	4,445	69,323	6.4		

	1988 to 1989			Percent of State Total	
	1988-1989 Attrition	1988 Total	% Attrition	Work Force	Attrition
North	762	11,378	6.7	15.8	14.3
North Central	2,307	29,392	7.8	40.7	43.2
Central	943	12,436	7.6	17.2	17.7
Southwest	572	8,417	6.8	11.7	10.7
Southeast	721	10,218	7.1	14.1	13.5
Total:	5,305	71,841	7.4		

These totals do not reflect RESA personnel.

Table LXXVIII

Regional Certificate Distribution

1985-86

Region	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Total
North	6,004	1,443	2,452	445	208	357	36	85	48	0	11,078
	54.2%	13.0%	22.1%	4.0%	1.9%	3.2%	0.3%	0.8%	0.4%	0.0%	100%
North Central	14,844	2,688	7,373	991	539	578	109	296	44	2	27,464
	54.0%	9.8%	26.8%	3.6%	2.0%	2.1%	0.4%	1.1%	0.2%	0.0%	100%
Central	6,214	1,291	3,383	476	234	387	52	176	57	1	12,271
	50.6%	10.5%	27.6%	3.9%	1.9%	3.2%	0.4%	1.4%	0.5%	0.0%	100%
Southwest	4,239	1,028	2,220	305	145	277	20	84	22	1	8,341
	50.8%	12.3%	26.6%	3.7%	1.7%	3.3%	0.2%	1.0%	0.3%	0.0%	100%
Southeast	5,142	1,249	2,415	446	241	427	49	97	26	0	10,092
	51.0%	12.4%	23.9%	4.4%	2.4%	4.2%	0.5%	1.0%	0.3%	0.0%	100%

1986-87

Region	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Total
North	5,897	1,737	2,284	630	124	306	12	27	13	0	11,030
	53.5%	15.7%	20.7%	5.7%	1.1%	2.8%	0.1%	0.2%	0.1%	0.0%	100%
North Central	14,691	3,415	6,910	1,815	381	473	36	145	14	3	27,883
	52.7%	12.2%	24.8%	6.5%	1.4%	1.7%	0.1%	0.5%	0.1%	0.0%	100%
Central	6,118	1,640	3,113	759	182	278	11	97	15	0	12,213
	50.1%	13.4%	25.5%	6.2%	1.5%	2.3%	0.1%	0.8%	0.1%	0.0%	100%
Southwest	4,116	1,221	2,040	468	87	228	5	18	5	0	8,188
	50.3%	14.9%	24.9%	5.7%	1.1%	2.8%	0.1%	0.2%	0.1%	0.0%	100%
Southeast	5,068	1,514	2,210	682	147	332	8	41	7	0	10,009
	50.6%	15.1%	22.1%	6.8%	1.5%	3.3%	0.1%	0.4%	0.1%	0.0%	100%

These totals do not reflect RESA personnel.
Percentages do not always sum to 100 due to rounding.

Table LXXVIII, continued

Regional Certificate Distribution

1987-88

Region	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Total
North	5,909	2,151	2,119	722	113	293	17	52	2	0	11,378
	51.9%	18.9%	18.6%	6.3%	1.0%	2.6%	0.1%	0.5%	0.0%	0.0%	100%
North Central	14,784	4,426	6,542	2,453	366	497	79	238	6	1	29,392
	50.3%	15.1%	22.3%	8.3%	1.2%	1.7%	0.3%	0.8%	0.0%	0.0%	100%
Central	5,943	1,954	2,913	1,013	176	322	27	85	3	0	12,436
	47.8%	15.7%	23.4%	8.1%	1.4%	2.6%	0.2%	0.7%	0.0%	0.0%	100%
Southwest	4,088	1,474	1,907	592	95	213	11	34	3	0	8,417
	48.6%	17.5%	22.7%	7.0%	1.1%	2.5%	0.1%	0.4%	0.0%	0.0%	100%
Southeast	4,999	1,835	2,031	803	180	305	14	50	1	0	10,218
	48.9%	18.0%	19.9%	7.9%	1.8%	3.0%	0.1%	0.5%	0.0%	0.0%	100%

1988-89

Region	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Total
North	5,904	2,576	1,949	930	112	326	36	52	10	0	11,895
	49.6%	21.7%	16.4%	7.8%	0.9%	2.7%	0.3%	0.4%	0.1%	0.0%	100%
North Central	14,775	5,511	6,118	2,752	347	535	125	181	26	0	30,370
	48.6%	18.1%	20.1%	9.1%	1.1%	1.8%	0.4%	0.6%	0.1%	0.0%	100%
Central	5,937	2,390	2,697	992	188	352	47	61	10	0	12,674
	46.8%	18.9%	21.3%	7.8%	1.5%	2.8%	0.4%	0.5%	0.1%	0.0%	100%
Southwest	4,102	1,753	1,740	657	110	204	32	21	7	0	8,626
	47.6%	20.3%	20.2%	7.6%	1.3%	2.4%	0.4%	0.2%	0.1%	0.0%	100%
Southeast	4,980	2,134	1,880	923	197	332	38	56	8	0	10,548
	47.2%	20.2%	17.8%	8.8%	1.9%	3.1%	0.4%	0.5%	0.1%	0.0%	100%

These totals do not reflect RESA personnel.
Percentages do not always sum to 100 due to rounding.

Table LXXIX

Life Certificates by Region

Region Codes	1985-86 Region Count of Life Certs	1985-86 Region Count of All Certs	1985-86 % Life Certs	1986-87 Region Count of Life Certs	1986-87 Region Count of All Certs	1986-87 % Life Certs	1987-88 Region Count of Life Certs	1987-88 Region Count of All Certs	1987-88 % Life Certs	1988-89 Region Count of Life Certs	1988-89 Region Count of All Certs	1988-89 % Life Certs
N	2,452	11,078	22.1%	2,284	11,030	20.7%	2,119	11,378	18.6%	1,949	11,895	16.4%
NC	7,373	27,464	26.8%	6,910	27,883	24.8%	6,542	29,392	22.3%	6,118	30,370	20.1%
C	3,383	12,271	27.6%	3,113	12,213	25.5%	2,913	12,436	23.4%	2,697	12,674	21.3%
SW	2,220	8,341	26.6%	2,040	8,188	24.9%	1,907	8,417	22.7%	1,740	8,626	20.2%
SE	2,415	10,092	23.9%	2,210	10,009	22.1%	2,031	10,218	19.9%	1,880	10,548	17.8%
RESA	76	403	18.9%	68	363	18.7%	68	385	17.7%	55	441	12.5%
Total:	17,919	69,649	25.7%	16,625	69,686	23.9%	15,580	72,226	21.6%	14,439	74,554	19.4%

APPENDICES

Systems Ranked by Growth Rate (from 1986 to 1989)

	Code	System Name	%Grwth		Code	System Name
1	620	Camden Co	42.17	49	612	Bleckley Co
2	667	Gwinnett Co	32.27	50	744	Union Co
3	678	Jackson Co	31.15	51	606	Banks Co
4	656	Fayette Co	28.98	52	764	Buford City
5	741	Troup Co	28.24	53	665	Grady Co
6	675	Henry Co	26.76	54	715	Polk Co
7	628	Cherokee Co	25.54	55	659	Franklin Co
8	609	Ben Hill Co	25.37	56	623	Catoosa Co
9	729	Sumter Co	19.49	57	737	Tift Co
10	642	Dawson Co	18.87	58	776	Gainesville City
11	607	Barrow Co	18.21	59	666	Greene Co
12	722	Rockdale Co	18.18	60	634	Coffee Co
13	615	Bryan Co	18.13	61	653	Emanuel Co
14	636	Columbia Co	17.34	62	705	Murray Co
15	630	Clay Co	17.24	63	709	Oglethorpe Co
16	622	Carroll Co	16.58	64	716	Pulaski Co
17	693	Lumpkin Co	16.41	65	643	Decatur Co
18	712	Pickens Co	16.33	66	754	White Co
19	689	Liberty Co	15.86	67	755	Whitfield Co
20	633	Cobb Co	15.68	68	682	Jenkins Co
21	661	Gilmer Co	14.79	69	608	Bartow Co
22	708	Oconee Co	14.45	70	677	Irwin Co
23	651	Effingham Co	14.05	71	736	Thomas Co
24	723	Schley Co	13.79	72	680	Jeff Davis Co
25	710	Paulding Co	13.76	73	697	McDuffie Co
26	759	Worth Co	12.97	74	719	Rabun Co
27	638	Coweta Co	12.37	75	669	Hall Co
28	688	Lee Co	12.37	76	627	Chattooga Co
29	641	Dade Co	12.31	77	727	Stephens Co
30	648	Douglas Co	12.29	78	702	Monroe Co
31	743	Twiggs Co	12.17	79	684	Jones Co
32	774	Dublin City	11.82	80	668	Habersham Co
33	751	Wayne Co	11.20	81	613	Brantley Co
34	726	Spalding Co	10.99	82	604	Baker Co
35	728	Stewart Co	10.87	83	740	Treutlen Co
36	721	Richmond Co	10.85	84	640	Crisp Co
37	626	Chattahoochee Co	10.71	85	784	Pelham City
38	621	Candler Co	10.64	86	644	DeKalb Co
39	692	Lowndes Co	10.41	87	616	Bulloch Co
40	791	Trion City	10.34	88	629	Clarke Co
41	707	Newton Co	10.32	89	671	Haralson Co
42	639	Crawford Co	10.31	90	735	Terrell Co
43	658	Forsyth Co	10.30	91	753	Wheeler Co
44	752	Webster Co	10.00	92	676	Houston Co
45	763	Bremen City	9.72	93	691	Long Co
46	732	Tattnall Co	9.69	94	769	Chickamauga City
47	781	Marietta City	9.64	95	664	Gordon Co
48	631	Clayton Co	9.39	96	695	Madison Co

Code	System Name	%Grwth
97 687	Laurens Co	4.56
98 772	Dalton City	4.56
99 618	Butts Co	4.46
100 637	Cook Co	4.28
101 674	Heard Co	4.24
102 775	Fitzgerald City	4.05
103 747	Walton Co	4.02
104 704	Morgan Co	3.80
105 635	Colquitt Co	3.79
106 660	Fulton Co	3.70
107 793	Vidalia City	3.66
108 657	Floyd Co	3.65
109 767	Cartersville City	3.52
110 711	Peach Co	3.28
111 602	Atkinson Co	3.26
112 679	Jasper Co	3.26
113 690	Lincoln Co	3.19
114 685	Lamar Co	2.82
115 738	Toombs Co	2.68
116 654	Evans Co	2.52
117 650	Echols Co	2.50
118 750	Washington Co	2.49
119 785	Rome City	2.45
120 789	Thomasville City	2.40
121 696	Marion Co	2.38
122 717	Putnam Co	2.22
123 756	Wilcox Co	2.11
124 683	Johnson Co	1.90
125 645	Dodge Co	1.81
126 673	Hart Co	1.80
127 694	Macon Co	1.74
128 699	Meriwether Co	1.72
129 601	Appling Co	1.68
130 742	Turner Co	1.46
131 625	Chatham Co	1.23
132 766	Carrollton City	1.06
133 663	Glynn Co	1.00
134 788	Thomaston City	0.96
135 611	Bibb Co	0.94
136 714	Pike Co	0.88
137 647	Dougherty Co	0.08
138 713	Pierce Co	0.00
139 652	Elbert Co	0.00
140 718	Quitman Co	0.00
141 792	Valdosta City	0.00
142 757	Wilkes Co	-0.75
143 748	Ware Co	-0.82
144 681	Jefferson Co	-0.88
145 614	Brooks Co	-0.98
146 672	Harris Co	-1.09
147 686	Lanier Co	-1.19
148 703	Montgomery Co	-1.27
149 786	Social Circle City	-1.37
150 745	Upson Co	-1.54
151 720	Randolph Co	-1.57
152 761	Atlanta City	-1.60
153 794	Waycross City	-1.65
154 649	Early Co	-1.70
155 733	Taylor Co	-1.79
156 632	Clinch Co	-1.85
157 646	Dooly Co	-2.14
158 655	Fannin Co	-2.16
159 780	LaGrange City	-2.29
160 605	Baldwin Co	-2.30
161 771	Commerce City	-2.60
*162 101	Baker/Mitchell	-2.67
163 706	Muscogee Co	-2.82
164 603	Bacon Co	-2.92
165 773	Decatur City	-3.06
166 700	Miller Co	-3.06
167 734	Telfair Co	-3.11
168 698	McIntosh Co	-3.85
169 749	Warren Co	-4.17
170 624	Charlton Co	-4.27
171 670	Hancock Co	-4.58
172 617	Burke Co	-4.94
173 610	Berrien Co	-5.10
174 746	Walker Co	-5.13
175 725	Seminole Co	-5.60
176 731	Taliaferro Co	-5.88
177 739	Towns Co	-6.00
*178 96	Marion/Schley/Webster	-6.56
179 724	Screven Co	-6.73
180 760	Americus City	-7.17
181 765	Calhoun City	-7.63
182 758	Wilkinson Co	-8.03
183 701	Mitchell Co	-9.86
184 730	Talbot Co	-10.53
185 619	Calhoun Co	-12.24
186 778	Hogansville City	-13.33
187 662	Glascock Co	-19.05
*188 128	Quitman/Stewart	-22.50
189 779	Jefferson City	-27.08

*Combined Systems

Systems Ranked by Size 1989

	Code	System Name	Size		Code	System Name	Size
1	644	DeKalb Co	5015	49	620	Camden Co	327
2	761	Atlanta City	4369	50	741	Troup Co	327
3	633	Cobb Co	4103	51	668	Habersham Co	310
4	667	Gwinnett Co	3640	52	640	Crisp Co	309
5	660	Fulton Co	2971	53	664	Gordon Co	304
6	631	Clayton Co	2294	54	665	Grady Co	304
7	625	Chatham Co	2218	55	736	Thomas Co	300
8	721	Richmond Co	2186	56	687	Laurens Co	298
9	706	Muscogee Co	2002	57	772	Dalton City	298
10	611	Bibb Co	1603	58	653	Emanuel Co	297
11	647	Dougherty Co	1267	59	699	Meriwether Co	295
12	676	Houston Co	1017	60	705	Murray Co	288
13	628	Cherokee Co	924	61	751	Wayne Co	288
14	648	Douglas Co	886	62	727	Stephens Co	275
15	629	Clarke Co	788	63	697	McDuffie Co	274
16	669	Hall Co	773	64	759	Worth Co	270
17	656	Fayette Co	770	65	789	Thomasville City	256
18	636	Columbia Co	731	66	711	Peach Co	252
19	663	Glynn Co	707	67	617	Burke Co	250
20	726	Spalding Co	697	68	652	Elbert Co	247
21	622	Carroll Co	668	69	750	Washington Co	247
22	638	Coweta Co	663	70	748	Ware Co	243
23	722	Rockdale Co	663	71	601	Appling Co	242
24	755	Whitfield Co	624	72	678	Jackson Co	240
25	657	Floyd Co	597	73	695	Madison Co	239
26	746	Walker Co	573	74	794	Waycross City	239
27	675	Henry Co	559	75	774	Dublin City	227
28	707	Newton Co	545	76	673	Hart Co	226
29	608	Bartow Co	538	77	681	Jefferson Co	226
30	692	Lowndes Co	509	78	645	Dodge Co	225
31	635	Colquitt Co	493	79	760	Americus City	220
32	623	Catoosa Co	493	80	627	Chattooga Co	217
33	737	Tift Co	485	81	776	Gainesville City	217
34	658	Forsyth Co	471	82	732	Tattnall Co	215
35	616	Bulloch Co	458	83	684	Jones Co	212
36	792	Valdosta City	454	84	659	Franklin Co	212
37	689	Liberty Co	431	85	688	Lee Co	209
38	634	Coffee Co	424	86	724	Screven Co	208
39	715	Polk Co	419	87	614	Brooks Co	202
40	710	Paulding Co	405	88	615	Bryan Co	202
41	643	Decatur Co	400	89	708	Oconee Co	198
42	747	Walton Co	388	90	637	Cook Co	195
43	605	Baldwin Co	383	91	745	Upson Co	192
44	781	Marietta City	364	92	766	Carrollton City	190
45	607	Barrow Co	344	93	773	Decatur City	190
46	780	LaGrange City	342	94	610	Berrien Co	186
47	651	Effingham Co	341	95	672	Harris Co	182
48	785	Rome City	334	96	655	Fannin Co	181

	Code	System Name	Size
97	702	Monroe Co	179
98	671	Haralson Co	178
99	694	Macon Co	175
100	649	Early Co	173
101	712	Pickens Co	171
102	793	Vidalia City	170
103	666	Greene Co	166
104	680	Jeff Davis Co	166
105	704	Morgan Co	164
106	618	Butts Co	164
107	661	Gilmer Co	163
108	713	Pierce Co	162
109	734	Telfair Co	156
110	775	Fitzgerald City	154
111	738	Toombs Co	153
112	613	Brantley Co	153
113	693	Lumpkin Co	149
114	754	White Co	148
115	767	Cartersville City	147
116	685	Lamar Co	146
117	641	Dade Co	146
118	729	Sumter Co	141
119	735	Terrell Co	140
120	612	Bleckley Co	140
121	742	Turner Co	139
122	719	Rabun Co	138
123	717	Putnam Co	138
124	646	Dooly Co	137
125	603	Bacon Co	133
126	757	Wilkes Co	133
127	709	Oglethorpe Co	131
128	682	Jenkins Co	130
129	743	Twiggs Co	129
130	744	Union Co	129
131	701	Mitchell Co	128
132	642	Dawson Co	126
133	758	Wilkinson Co	126
134	720	Randolph Co	125
135	698	McIntosh Co	125
136	670	Hancock Co	125
137	674	Heard Co	123
138	654	Evans Co	122
139	765	Calhoun City	121
140	716	Pulaski Co	120
141	677	Irwin Co	120
142	725	Seminole Co	118
143	714	Pike Co	114
144	624	Charlton Co	112
145	784	Pelham City	110
146	733	Taylor Co	110
147	764	Buford City	108
148	639	Crawford Co	107
149	683	Johnson Co	107
150	632	Clinch Co	106
151	606	Banks Co	106
152	788	Thomaston City	105
153	621	Candler Co	104
154	756	Wilcox Co	97
155	690	Lincoln Co	97
156	700	Miller Co	95
157	602	Atkinson Co	95
158	679	Jasper Co	95
159	740	Treutlen Co	88
160	619	Calhoun Co	86
161	609	Ben Hill Co	84
162	686	Lanier Co	83
163	753	Wheeler Co	82
164	763	Bremen City	79
165	703	Montgomery Co	78
166	771	Commerce City	75
*167	101	Baker/Mitchell	73
168	786	Social Circle City	72
169	779	Jefferson City	70.
170	749	Warren Co	69
171	730	Talbot Co	68
172	769	Chickamauga City	64
173	691	Long Co	64
174	791	Trion City	64
*175	96	Marion/Schley/Webster	57
176	778	Hogansville City	52
177	728	Stewart Co	51
178	739	Towns Co	47
179	696	Marion Co	43
180	650	Echols Co	41
181	604	Baker Co	35
182	630	Clay Co	34
183	662	Glascock Co	34
184	723	Schley Co	33
185	626	Chattahoochee Co	31
*186	128	Quitman/Stewart	31
187	752	Webster Co	22
188	718	Quitman Co	19
189	731	Taliaferro Co	16

*Combined Systems

Systems Ranked by Gender 1989

	Code	System Name	% Fem		Code	System Name	% Fem
1	604	Baker Co	94.29	49	629	Clarke Co	80.56
2	731	Taliaferro Co	93.75	50	766	Carrollton City	80.53
3	609	Ben Hill Co	90.48	51	710	Paulding Co	80.49
4	723	Schley Co	87.88	52	645	Dodge Co	80.44
5	701	Mitchell Co	87.50	53	660	Fulton Co	80.41
6	626	Chattahoochee Co	87.10	54	792	Valdosta City	80.40
7	708	Oconee Co	85.86	55	613	Brantley Co	80.39
8	633	Cobb Co	85.04	56	759	Worth Co	80.37
9	667	Gwinnett Co	85.03	57	669	Hall Co	80.21
10	625	Chatham Co	84.85	58	758	Wilkinson Co	80.16
11	686	Lanier Co	84.34	59	780	LaGrange City	80.12
12	728	Stewart Co	84.31	60	610	Berrien Co	80.11
13	718	Quitman Co	84.21	61	689	Liberty Co	80.05
14	651	Effingham Co	84.16	62	735	Terrell Co	80.00
15	684	Jones Co	83.49	63	781	Marietta City	79.95
16	636	Columbia Co	83.31	64	785	Rome City	79.94
17	697	McDuffie Co	83.21	65	687	Laurens Co	79.87
18	760	Americus City	82.73	66	638	Coweta Co	79.79
19	615	Bryan Co	82.67	67	738	Toombs Co	79.74
20	656	Fayette Co	82.34	68	668	Habersham Co	79.68
21	663	Glynn Co	82.32	69	725	Seminole Co	79.66
22	611	Bibb Co	82.28	70	741	Troup Co	79.51
23	729	Sumter Co	82.27	71	794	Waycross City	79.50
24	724	Screven Co	82.21	72	703	Montgomery Co	79.49
25	722	Rockdale Co	82.20	73	639	Crawford Co	79.44
26	711	Peach Co	82.14	74	688	Lee Co	79.43
27	678	Jackson Co	82.08	75	630	Clay Co	79.41
28	654	Evans Co	81.97	76	793	Vidalia City	79.41
29	658	Forsyth Co	81.95	77	750	Washington Co	79.35
30	737	Tift Co	81.86	78	665	Grady Co	79.28
31	644	DeKalb Co	81.69	79	634	Coffee Co	79.25
32	616	Bulloch Co	81.66	80	682	Jenkins Co	79.23
33	702	Monroe Co	81.56	81	620	Camden Co	79.20
34	774	Dublin City	81.50	82	622	Carroll Co	79.19
35	747	Walton Co	81.44	83	677	Irwin Co	79.17
36	607	Barrow Co	81.40	84	745	Upson Co	79.17
37	696	Marion Co	81.40	85	676	Houston Co	79.15
38	628	Cherokee Co	81.28	86	707	Newton Co	79.08
39	643	Decatur Co	81.25	87	631	Clayton Co	79.03
40	761	Atlanta City	81.23	88	648	Douglas Co	79.01
41	640	Crisp Co	81.23	89	659	Franklin Co	78.77
42	605	Baldwin Co	81.20	90	614	Brooks Co	78.71
43	695	Madison Co	81.17	91	704	Morgan Co	78.66
44	721	Richmond Co	80.97	92	637	Cook Co	78.46
45	751	Wayne Co	80.90	93	713	Pierce Co	78.40
46	647	Dougherty Co	80.90	94	680	Jeff Davis Co	78.31
47	621	Candler Co	80.77	95	789	Thomasville City	78.13
48	726	Spalding Co	80.63	96	685	Lamar Co	78.08

	Code	System Name	% Fem
97	714	Pike Co	78.07
98	700	Miller Co	77.89
99	773	Decatur City	77.89
100	623	Catoosa Co	77.89
101	608	Bartow Co	77.88
102	612	Bleckley Co	77.86
103	772	Dalton City	77.85
104	653	Emanuel Co	77.78
105	786	Social Circle City	77.78
106	736	Thomas Co	77.67
107	675	Henry Co	77.64
108	692	Lowndes Co	77.60
109	743	Twiggs Co	77.52
110	716	Pulaski Co	77.50
111	649	Early Co	77.46
112	706	Muscogee Co	77.32
113	763	Bremen City	77.22
114	754	White Co	77.03
115	679	Jasper Co	76.84
116	602	Atkinson Co	76.84
117	618	Butts Co	76.83
118	720	Randolph Co	76.80
119	624	Charlton Co	76.79
120	757	Wilkes Co	76.69
121	635	Colquitt Co	76.67
122	699	Meriwether Co	76.61
123	694	Macon Co	76.57
124	693	Lumpkin Co	76.51
125	776	Gainesville City	76.50
126	617	Burke Co	76.40
127	672	Harris Co	76.37
128	784	Pelham City	76.36
129	740	Treutlen Co	76.14
130	748	Ware Co	76.13
131	652	Elbert Co	76.11
132	746	Walker Co	76.09
133	657	Floyd Co	76.05
134	641	Dade Co	76.03
135	681	Jefferson Co	75.66
136	650	Echols Co	75.61
137	742	Turner Co	75.54
138	733	Taylor Co	75.45
139	715	Polk Co	75.42
140	717	Putnam Co	75.36
141	719	Rabun Co	75.36
142	666	Greene Co	75.30
143	788	Thomaston City	75.24
144	601	Appling Co	75.21
145	698	McIntosh Co	75.20
146	603	Bacon Co	75.19
147	764	Buford City	75.00
148	734	Telfair Co	75.00
149	767	Cartersville City	74.83
150	755	Whitfield Co	74.68
151	642	Dawson Co	74.60
152	632	Clinch Co	74.53
153	646	Dooly Co	74.45
154	673	Hart Co	74.34
155	779	Jefferson City	74.29
156	683	Johnson Co	73.83
157	664	Gordon Co	73.68
158	712	Pickens Co	73.68
159	765	Calhoun City	73.55
160	691	Long Co	73.44
161	752	Webster Co	72.73
162	627	Chattooga Co	72.35
163	756	Wilcox Co	72.16
164	732	Tattnall Co	72.09
165	730	Talbot Co	72.06
166	771	Commerce City	72.00
167	670	Hancock Co	72.00
168	727	Stephens Co	72.00
169	753	Wheeler Co	71.95
170	791	Trion City	71.88
171	655	Fannin Co	71.82
172	709	Oglethorpe Co	71.76
173	674	Heard Co	71.54
174	671	Haralson Co	71.35
175	749	Warren Co	71.01
176	606	Banks Co	70.75
*177	101	Baker/Mitchell	69.86
178	744	Union Co	69.77
179	690	Lincoln Co	69.07
180	619	Calhoun Co	68.60
181	775	Fitzgerald City	68.18
182	661	Gilmer Co	68.10
183	769	Chickamauga City	67.19
184	705	Murray Co	66.67
185	778	Hogansville City	65.38
186	662	Glascock Co	61.76
187	739	Towns Co	59.57
*188	128	Quitman/Stewart	48.39
*189	96	Marion/Schley/Webster	47.37

*Combined Systems

Systems Ranked by Age 1989

	Code	System Name	Age		Code	System Name	Age
1	731	Taliaferro Co	46.94	49	688	Lee Co	40.41
2	761	Atlanta City	46.24	50	739	Towns Co	40.36
*3	128	Quitman/Stewart	43.79	51	691	Long Co	40.33
4	752	Webster Co	43.41	52	728	Stewart Co	40.31
5	604	Baker Co	43.16	53	711	Peach Co	40.29
6	619	Calhoun Co	42.72	54	635	Colquitt Co	40.24
7	706	Muscogee Co	42.69	55	743	Twiggs Co	40.23
8	773	Decatur City	42.41	56	645	Dodge Co	40.23
9	744	Union Co	42.26	57	625	Chatham Co	40.21
10	621	Candler Co	42.03	58	784	Pelham City	40.15
11	663	Glynn Co	41.95	59	676	Houston Co	40.15
12	646	Dooly Co	41.85	60	629	Clarke Co	40.10
13	776	Gainesville City	41.85	61	780	LaGrange City	40.10
14	703	Montgomery Co	41.84	62	612	Bleckley Co	40.10
15	756	Wilcox Co	41.82	63	789	Thomasville City	40.08
16	746	Walker Co	41.78	64	687	Laurens Co	40.05
17	734	Telfair Co	41.77	65	644	DeKalb Co	40.03
18	766	Carrollton City	41.67	66	669	Hall Co	40.02
19	753	Wheeler Co	41.65	67	690	Lincoln Co	40.01
20	749	Warren Co	41.65	68	716	Pulaski Co	40.01
21	647	Dougherty Co	41.64	69	758	Wilkinson Co	39.99
22	649	Early Co	41.40	70	692	Lowndes Co	39.92
23	616	Bulloch Co	41.32	71	713	Pierce Co	39.91
24	736	Thomas Co	41.30	72	727	Stephens Co	39.87
25	718	Quitman Co	41.29	73	668	Habersham Co	39.86
26	788	Thomaston City	41.13	74	751	Wayne Co	39.85
27	717	Putnam Co	41.08	75	657	Floyd Co	39.84
28	714	Pike Co	41.08	76	778	Hogansville City	39.84
29	602	Atkinson Co	41.03	77	754	White Co	39.83
30	655	Fannin Co	41.03	78	650	Echols Co	39.83
31	662	Glascock Co	41.00	79	694	Macon Co	39.82
32	660	Fulton Co	40.94	80	721	Richmond Co	39.82
33	637	Cook Co	40.87	81	771	Commerce City	39.81
34	765	Calhoun City	40.84	82	740	Treutlen Co	39.80
35	742	Turner Co	40.81	83	605	Baldwin Co	39.80
36	748	Ware Co	40.78	84	719	Rabun Co	39.80
37	774	Dublin City	40.78	85	791	Trion City	39.79
38	611	Bibb Co	40.77	86	759	Worth Co	39.78
39	632	Clinch Co	40.75	87	623	Catoosa Co	39.76
40	715	Polk Co	40.74	88	671	Haralson Co	39.72
41	735	Terrell Co	40.73	89	684	Jones Co	39.71
42	610	Berrien Co	40.68	90	726	Spalding Co	39.68
43	705	Murray Co	40.68	91	699	Meriwether Co	39.66
44	733	Taylor Co	40.58	92	656	Fayette Co	39.65
45	614	Brooks Co	40.55	93	725	Seminole Co	39.64
46	672	Harris Co	40.51	94	781	Marietta City	39.63
47	708	Oconee Co	40.48	95	722	Rockdale Co	39.62
48	772	Dalton City	40.46	96	639	Crawford Co	39.61

*Combined Systems

	Code	System Name	Age
97	750	Washington Co	39.58
98	737	Tift Co	39.57
99	767	Cartersville City	39.55
100	793	Vidalia City	39.46
101	630	Clay Co	39.45
102	633	Cobb Co	39.41
*103	101	Baker/Mitchell	39.41
104	709	Oglethorpe Co	39.40
105	712	Pickens Co	39.40
106	785	Rome City	39.38
107	613	Brantley Co	39.31
108	631	Clayton Co	39.30
109	673	Hart Co	39.28
110	601	Appling Co	39.28
111	729	Sumter Co	39.26
112	665	Grady Co	39.22
113	745	Upson Co	39.21
114	775	Fitzgerald City	39.21
115	603	Bacon Co	39.21
116	707	Newton Co	39.21
117	622	Carroll Co	39.20
118	636	Columbia Co	39.18
119	685	Lamar Co	39.11
120	686	Lanier Co	39.05
121	624	Charlton Co	39.05
122	652	Elbert Co	39.03
123	704	Morgan Co	39.03
124	738	Toombs Co	39.02
125	666	Greene Co	39.02
126	627	Chattooga Co	39.02
127	741	Troup Co	38.99
128	730	Talbot Co	38.98
129	615	Bryan Co	38.94
130	677	Irwin Co	38.92
131	643	Decatur Co	38.90
132	680	Jeff Davis Co	38.89
133	700	Miller Co	38.89
134	606	Banks Co	38.88
135	634	Coffee Co	38.87
136	638	Coweta Co	38.85
137	628	Cherokee Co	38.83
138	658	Forsyth Co	38.78
139	620	Camden Co	38.77
140	659	Franklin Co	38.72
141	794	Waycross City	38.72
142	769	Chickamauga City	38.66
143	760	Americus City	38.65
144	670	Hancock Co	38.64
145	792	Valdosta City	38.63
146	653	Emanuel Co	38.59
147	640	Crisp Co	38.59
148	763	Bremen City	38.58
149	710	Paulding Co	38.58
150	755	Whitfield Co	38.57
151	617	Burke Co	38.54
152	664	Gordon Co	38.53
153	641	Dade Co	38.48
154	720	Randolph Co	38.47
*155	96	Marion/Schley/Webster	38.46
156	618	Butts Co	38.45
157	693	Lumpkin Co	38.42
158	701	Mitchell Co	38.41
159	732	Tattnall Co	38.40
160	723	Schley Co	38.39
161	696	Marion Co	38.31
162	747	Walton Co	38.28
163	682	Jenkins Co	38.26
164	779	Jefferson City	38.23
165	675	Henry Co	38.22
166	681	Jefferson Co	38.18
167	724	Screven Co	38.11
168	702	Monroe Co	38.01
169	626	Chattahoochee Co	38.00
170	654	Evans Co	38.00
171	683	Johnson Co	37.92
172	698	McIntosh Co	37.91
173	667	Gwinnett Co	37.90
174	648	Douglas Co	37.89
175	609	Ben Hill Co	37.83
176	651	Effingham Co	37.82
177	757	Wilkes Co	37.78
178	608	Bartow Co	37.77
179	697	McDuffie Co	37.73
180	661	Gilmer Co	37.71
181	679	Jasper Co	37.67
182	607	Barrow Co	37.64
183	695	Madison Co	37.58
184	786	Social Circle City	37.56
185	764	Buford City	37.15
186	642	Dawson Co	37.10
187	674	Heard Co	36.92
188	689	Liberty Co	36.74
189	678	Jackson Co	35.94

*Combined Systems

Systems Ranked by Experience 1989

	Code	System Name	Exp		Code	System Name	Exp
1	761	Atlanta City	18.43	49	616	Bulloch Co	13.50
*2	128	Quitman/Stewart	18.10	50	662	Glascock Co	13.47
3	604	Baker Co	18.06	51	650	Echols Co	13.46
4	731	Taliaferro Co	17.63	52	727	Stephens Co	13.45
5	619	Calhoun Co	16.40	53	730	Talbot Co	13.44
6	752	Webster Co	16.00	54	635	Colquitt Co	13.41
7	718	Quitman Co	15.84	55	766	Carrollton City	13.39
8	621	Candler Co	15.62	56	728	Stewart Co	13.39
9	649	Early Co	15.60	57	750	Washington Co	13.38
10	734	Telfair Co	15.32	58	715	Polk Co	13.37
11	749	Warren Co	15.30	59	743	Twiggs Co	13.36
12	788	Thomaston City	15.21	60	772	Dalton City	13.36
13	646	Dooly Co	15.07	61	676	Houston Co	13.34
14	756	Wilcox Co	14.80	62	725	Seminole Co	13.31
15	706	Muscogee Co	14.65	63	748	Ware Co	13.29
16	739	Towns Co	14.62	64	789	Thomasville City	13.27
17	776	Gainesville City	14.52	65	612	Bleckley Co	13.25
18	771	Commerce City	14.52	66	711	Peach Co	13.23
19	647	Dougherty Co	14.48	67	781	Marietta City	13.22
20	690	Lincoln Co	14.46	68	735	Terrell Co	13.20
21	717	Putnam Co	14.44	69	780	LaGrange City	13.18
22	765	Calhoun City	14.41	70	668	Habersham Co	13.17
23	611	Bibb Co	14.32	71	659	Franklin Co	13.17
24	767	Cartersville City	14.27	*72	101	Baker/Mitchell	13.16
25	645	Dodge Co	14.26	73	699	Meriwether Co	13.15
26	614	Brooks Co	14.22	74	657	Floyd Co	13.14
27	740	Treutlen Co	14.18	75	687	Laurens Co	13.13
28	663	Glynn Co	14.08	76	705	Murray Co	13.11
29	758	Wilkinson Co	14.06	77	742	Turner Co	13.09
30	714	Pike Co	13.98	78	670	Hancock Co	13.07
31	753	Wheeler Co	13.95	79	605	Baldwin Co	13.05
32	773	Decatur City	13.94	80	666	Greene Co	13.03
33	694	Macon Co	13.92	81	704	Morgan Co	13.02
34	736	Thomas Co	13.88	82	754	White Co	13.00
35	746	Walker Co	13.87	83	713	Pierce Co	12.99
36	774	Dublin City	13.86	84	751	Wayne Co	12.98
37	602	Atkinson Co	13.80	85	637	Cook Co	12.96
38	684	Jones Co	13.78	86	672	Harris Co	12.95
39	601	Appling Co	13.78	87	759	Worth Co	12.93
40	617	Burke Co	13.73	88	688	Lee Co	12.93
41	673	Hart Co	13.72	89	791	Trion City	12.89
42	703	Montgomery Co	13.71	90	708	Oconee Co	12.88
43	632	Clinch Co	13.64	91	677	Irwin Co	12.83
44	655	Fannin Co	13.63	92	701	Mitchell Co	12.80
45	610	Berrien Co	13.61	93	625	Chatham Co	12.79
46	785	Rome City	13.59	94	618	Butts Co	12.73
47	603	Bacon Co	13.57	95	630	Clay Co	12.71
48	733	Taylor Co	13.55	96	794	Waycross City	12.66

*Combined Systems

	Code	System Name	Exp		Code	System Name	Exp
97	721	Richmond Co	12.64	145	764	Buford City	11.65
98	631	Clayton Co	12.63	146	627	Chattooga Co	11.64
99	726	Spalding Co	12.63	*147	96	Marion/Schley/Webster	11.60
100	680	Jeff Davis Co	12.61	148	702	Monroe Co	11.55
101	700	Miller Co	12.61	149	622	Carroll Co	11.53
102	719	Rabun Co	12.55	150	729	Sumter Co	11.52
103	692	Lowndes Co	12.55	151	656	Fayette Co	11.49
104	652	Elbert Co	12.51	152	633	Cobb Co	11.47
105	660	Fulton Co	12.51	153	769	Chickamauga City	11.47
106	624	Charlton Co	12.49	154	747	Walton Co	11.45
107	784	Pelham City	12.43	155	682	Jenkins Co	11.42
108	697	McDuffie Co	12.40	156	683	Johnson Co	11.38
109	623	Catoosa Co	12.36	157	636	Columbia Co	11.37
110	685	Lamar Co	12.36	158	710	Paulding Co	11.33
111	722	Rockdale Co	12.32	159	732	Tattnall Co	11.27
112	613	Brantley Co	12.32	160	661	Gilmer Co	11.23
113	744	Union Co	12.30	161	720	Randolph Co	11.21
114	691	Long Co	12.28	162	654	Evans Co	11.20
115	757	Wilkes Co	12.27	163	606	Banks Co	11.20
116	669	Hall Co	12.24	164	686	Lanier Co	11.19
117	671	Haralson Co	12.20	165	778	Hogansville City	11.17
118	707	Newton Co	12.18	166	741	Troup Co	11.12
119	665	Grady Co	12.15	167	792	Valdosta City	11.10
120	638	Coweta Co	12.15	168	608	Bartow Co	11.05
121	640	Crisp Co	12.11	169	609	Ben Hill Co	11.00
122	643	Decatur Co	12.10	170	658	Forsyth Co	10.99
123	644	DeKalb Co	12.09	171	648	Douglas Co	10.97
124	681	Jefferson Co	12.07	172	628	Cherokee Co	10.92
125	738	Toombs Co	12.05	173	695	Madison Co	10.81
126	737	Tift Co	12.05	174	674	Heard Co	10.78
127	760	Americus City	12.01	175	667	Gwinnett Co	10.76
128	709	Oglethorpe Co	12.01	176	675	Henry Co	10.75
129	755	Whitfield Co	12.00	177	712	Pickens Co	10.75
130	724	Screven Co	11.99	178	693	Lumpkin Co	10.66
131	641	Dade Co	11.91	179	698	McIntosh Co	10.66
132	679	Jasper Co	11.84	180	615	Bryan Co	10.47
133	664	Gordon Co	11.84	181	651	Effingham Co	10.45
134	639	Crawford Co	11.81	182	642	Dawson Co	10.45
135	634	Coffee Co	11.80	183	607	Barrow Co	10.36
136	775	Fitzgerald City	11.80	184	620	Camden Co	10.24
137	779	Jefferson City	11.79	185	786	Social Circle City	9.63
138	629	Clarke Co	11.77	186	626	Chattahoochee Co	9.42
139	696	Marion Co	11.77	187	723	Schley Co	9.33
140	716	Pulaski Co	11.74	188	689	Liberty Co	9.16
141	653	Emanuel Co	11.72	189	678	Jackson Co	9.15
142	793	Vidalia City	11.69				
143	745	Upson Co	11.68				
144	763	Bremen City	11.67				

*Combined Systems

Systems Ranked by Performance-Based Certificate Holders 1989

	Code	System Name	% PBT		Code	System Name	% PBT
1	723	Schley Co	45.45	49	648	Douglas Co	23.36
2	678	Jackson Co	36.67	50	716	Pulaski Co	23.33
3	609	Ben Hill Co	32.14	51	696	Marion Co	23.26
4	786	Social Circle City	31.94	52	741	Troup Co	23.24
5	642	Dawson Co	31.75	53	602	Atkinson Co	23.16
6	745	Upson Co	30.21	54	667	Gwinnett Co	23.02
7	677	Irwin Co	29.17	55	793	Vidalia City	22.94
8	680	Jeff Davis Co	28.92	56	712	Pickens Co	22.81
9	738	Toombs Co	28.76	57	732	Tattnall Co	22.79
10	651	Effingham Co	28.74	58	763	Bremen City	22.78
11	702	Monroe Co	27.93	59	628	Cherokee Co	22.73
*12	101	Baker/Mitchell	27.40	60	775	Fitzgerald City	22.73
13	608	Bartow Co	27.32	61	603	Bacon Co	22.56
14	779	Jefferson City	27.14	62	719	Rabun Co	22.46
15	757	Wilkes Co	27.07	63	624	Charlton Co	22.32
16	658	Forsyth Co	26.96	64	636	Columbia Co	22.30
17	778	Hogansville City	26.92	65	614	Brooks Co	22.28
18	693	Lumpkin Co	26.85	66	689	Liberty Co	22.27
19	674	Heard Co	26.83	67	668	Habersham Co	22.26
20	686	Lanier Co	26.51	68	705	Murray Co	22.22
21	730	Talbot Co	26.47	69	704	Morgan Co	21.95
22	695	Madison Co	26.36	70	753	Wheeler Co	21.95
23	683	Johnson Co	26.17	71	747	Walton Co	21.91
24	666	Greene Co	25.90	72	601	Appling Co	21.90
25	607	Barrow Co	25.87	73	622	Carroll Co	21.86
26	643	Decatur Co	25.75	74	727	Stephens Co	21.82
27	659	Franklin Co	25.47	75	733	Taylor Co	21.82
28	620	Camden Co	25.38	76	617	Burke Co	21.60
29	615	Bryan Co	25.25	77	728	Stewart Co	21.57
30	764	Buford City	25.00	78	682	Jenkins Co	21.54
31	654	Evans Co	24.59	79	739	Towns Co	21.28
*32	96	Marion/Schley/Webster	24.56	80	641	Dade Co	21.23
33	760	Americus City	24.55	81	694	Macon Co	21.14
34	737	Tift Co	24.54	82	700	Miller Co	21.05
35	675	Henry Co	24.15	83	634	Coffee Co	20.99
36	724	Screven Co	24.04	84	713	Pierce Co	20.99
37	627	Chattooga Co	23.96	85	792	Valdosta City	20.93
38	640	Crisp Co	23.95	86	794	Waycross City	20.92
39	653	Emanuel Co	23.91	87	784	Pelham City	20.91
40	652	Elbert Co	23.89	88	645	Dodge Co	20.89
41	740	Treutlen Co	23.86	89	742	Turner Co	20.86
42	725	Seminole Co	23.73	90	656	Fayette Co	20.78
43	697	McDuffie Co	23.72	91	606	Banks Co	20.75
44	710	Paulding Co	23.70	92	690	Lincoln Co	20.62
45	671	Haralson Co	23.60	93	726	Spalding Co	20.52
46	637	Cook Co	23.59	94	703	Montgomery Co	20.51
47	791	Trion City	23.44	95	751	Wayne Co	20.49
48	755	Whitfield Co	23.40	96	672	Harris Co	20.33

*Combined Systems

	Code	System Name	% PBT
97	701	Mitchell Co	20.31
98	629	Clarke Co	20.30
99	754	White Co	20.27
100	613	Brantley Co	20.26
101	633	Cobb Co	20.23
102	785	Rome City	20.06
103	788	Thomaston City	20.00
104	631	Clayton Co	19.92
105	692	Lowndes Co	19.84
106	684	Jones Co	19.81
107	687	Laurens Co	19.80
108	748	Ware Co	19.75
109	665	Grady Co	19.74
110	635	Colquitt Co	19.68
111	649	Early Co	19.65
112	707	Newton Co	19.63
113	639	Crawford Co	19.63
114	669	Hall Co	19.53
115	681	Jefferson Co	19.47
116	626	Chattahoochee Co	19.35
117	736	Thomas Co	19.33
118	715	Polk Co	19.33
119	699	Meriwether Co	19.32
120	735	Terrell Co	19.29
121	720	Randolph Co	19.20
122	685	Lamar Co	19.18
123	721	Richmond Co	19.08
124	623	Catoosa Co	19.07
125	605	Baldwin Co	19.06
126	711	Peach Co	19.05
127	673	Hart Co	19.03
128	618	Butts Co	18.90
129	632	Clinch Co	18.87
130	722	Rockdale Co	18.85
131	772	Dalton City	18.79
132	769	Chickamauga City	18.75
133	691	Long Co	18.75
134	771	Commerce City	18.67
135	660	Fulton Co	18.48
136	661	Gilmer Co	18.40
137	676	Houston Co	18.39
138	610	Berrien Co	18.28
139	638	Coweta Co	18.25
140	664	Gordon Co	18.09
141	750	Washington Co	17.81
142	662	Glascock Co	17.65
143	714	Pike Co	17.54
144	749	Warren Co	17.39
145	765	Calhoun City	17.36
146	650	Echols Co	17.07
147	616	Bulloch Co	17.03
148	746	Walker Co	16.93
149	657	Floyd Co	16.92
150	670	Hancock Co	16.80
151	698	McIntosh Co	16.80
152	789	Thomasville City	16.80
153	774	Dublin City	16.74
154	734	Telfair Co	16.67
155	780	LaGrange City	16.67
156	708	Oconee Co	16.67
157	655	Fannin Co	16.57
158	729	Sumter Co	16.31
159	647	Dougherty Co	16.18
160	611	Bibb Co	16.16
161	709	Oglethorpe Co	16.03
162	759	Worth Co	15.93
163	688	Lee Co	15.79
164	718	Quitman Co	15.79
165	644	DeKalb Co	15.69
166	767	Cartersville City	15.65
167	625	Chatham Co	15.55
168	744	Union Co	15.50
169	621	Candler Co	15.38
170	781	Marietta City	15.38
171	717	Putnam Co	15.22
172	776	Gainesville City	15.21
173	619	Calhoun Co	15.12
174	612	Bleckley Co	15.00
175	743	Twiggs Co	14.73
176	646	Dooly Co	14.60
177	756	Wilcox Co	14.43
178	604	Baker Co	14.29
179	663	Glynn Co	14.29
180	766	Carrollton City	13.68
181	706	Muscogee Co	13.19
182	758	Wilkinson Co	12.70
183	679	Jasper Co	11.58
184	773	Decatur City	10.00
*185	128	Quitman/Stewart	9.68
186	752	Webster Co	9.09
187	630	Clay Co	8.82
188	761	Atlanta City	7.62
189	731	Taliaferro Co	0.00

*Combined Systems

Systems Ranked by Life Certificate Holders 1989

	Code	System Name	% Life		Code	System Name	% Life
1	761	Atlanta City	40.35	49	736	Thomas Co	18.67
2	731	Taliaferro Co	37.50	50	696	Marion Co	18.60
3	604	Baker Co	34.29	51	635	Colquitt Co	18.46
*4	128	Quitman/Stewart	32.26	52	729	Sumter Co	18.44
5	749	Warren Co	28.99	53	776	Gainesville City	18.43
6	649	Early Co	28.90	54	766	Carrollton City	18.42
7	646	Dooly Co	27.74	55	676	Houston Co	18.29
8	788	Thomaston City	27.62	56	758	Wilkinson Co	18.25
9	752	Webster Co	27.27	57	601	Appling Co	18.18
10	771	Commerce City	26.67	58	603	Bacon Co	18.05
11	630	Clay Co	26.47	59	746	Walker Co	17.98
12	718	Quitman Co	26.32	60	632	Clinch Co	17.92
13	740	Treutlen Co	26.14	61	750	Washington Co	17.81
14	765	Calhoun City	24.79	62	681	Jefferson Co	17.70
15	694	Macon Co	24.57	63	662	Glascock Co	17.65
16	611	Bibb Co	24.39	64	690	Lincoln Co	17.53
17	614	Brooks Co	24.26	65	605	Baldwin Co	17.49
18	743	Twiggs Co	24.03	66	684	Jones Co	17.45
19	734	Telfair Co	23.72	67	717	Putnam Co	17.39
20	772	Dalton City	23.49	68	785	Rome City	17.37
21	739	Towns Co	23.40	69	778	Hogansville City	17.31
22	621	Candler Co	23.08	70	789	Thomasville City	17.19
23	703	Montgomery Co	23.08	71	744	Union Co	17.05
24	645	Dodge Co	22.67	72	759	Worth Co	17.04
25	647	Dougherty Co	22.65	73	721	Richmond Co	17.02
26	730	Talbot Co	22.06	74	705	Murray Co	17.01
27	706	Muscogee Co	21.68	75	715	Polk Co	16.95
28	617	Burke Co	21.20	76	683	Johnson Co	16.82
29	602	Atkinson Co	21.05	77	625	Chatham Co	16.82
30	663	Glynn Co	20.65	78	665	Grady Co	16.78
31	711	Peach Co	20.63	79	708	Oconee Co	16.67
32	756	Wilcox Co	20.62	80	714	Pike Co	16.67
33	637	Cook Co	20.51	81	610	Berrien Co	16.67
34	657	Floyd Co	20.44	82	616	Bulloch Co	16.59
35	691	Long Co	20.31	83	612	Bleckley Co	16.43
36	701	Mitchell Co	20.31	84	660	Fulton Co	16.39
37	757	Wilkes Co	20.30	85	780	LaGrange City	16.37
38	774	Dublin City	20.26	86	733	Taylor Co	16.36
39	670	Hancock Co	20.00	87	738	Toombs Co	16.34
40	666	Greene Co	19.88	88	652	Elbert Co	16.19
41	659	Franklin Co	19.81	89	669	Hall Co	16.17
42	687	Laurens Co	19.80	90	713	Pierce Co	16.05
43	619	Calhoun Co	19.77	91	638	Coweta Co	15.99
44	699	Meriwether Co	19.66	92	719	Rabun Co	15.94
45	753	Wheeler Co	19.51	93	754	White Co	15.54
46	784	Pelham City	19.09	94	737	Tift Co	15.46
47	727	Stephens Co	18.91	95	748	Ware Co	15.23
48	655	Fannin Co	18.78	96	671	Haralson Co	15.17

*Combined Systems

	Code	System Name	% Life		Code	System Name	% Life
97	742	Turner Co	15.11	145	716	Pulaski Co	11.67
98	726	Spalding Co	15.06	146	677	Irwin Co	11.67
99	643	Decatur Co	15.00	147	741	Troup Co	11.62
100	767	Cartersville City	14.97	148	710	Paulding Co	11.60
101	639	Crawford Co	14.95	149	779	Jefferson City	11.43
102	775	Fitzgerald City	14.94	150	763	Bremen City	11.39
103	688	Lee Co	14.83	151	636	Columbia Co	11.08
104	682	Jenkins Co	14.62	152	724	Screven Co	11.06
105	673	Hart Co	14.60	153	629	Clarke Co	11.04
106	751	Wayne Co	14.58	154	769	Chickamauga City	10.94
107	781	Marietta City	14.56	155	695	Madison Co	10.88
108	725	Seminole Co	14.41	156	755	Whitfield Co	10.74
109	672	Harris Co	14.29	157	640	Crisp Co	10.68
110	735	Terrell Co	14.29	158	651	Effingham Co	10.56
111	668	Habersham Co	14.19	159	661	Gilmer Co	10.43
*112	96	Marion/Schley/Webster	14.04	160	745	Upson Co	10.42
113	618	Butts Co	14.02	161	606	Banks Co	10.38
114	704	Morgan Co	14.02	162	792	Valdosta City	10.13
115	622	Carroll Co	13.92	163	678	Jackson Co	10.00
116	680	Jeff Davis Co	13.86	164	709	Oglethorpe Co	9.92
117	674	Heard Co	13.82	165	728	Stewart Co	9.80
118	794	Waycross City	13.81	166	656	Fayette Co	9.74
119	653	Emanuel Co	13.80	167	675	Henry Co	9.66
*120	101	Baker/Mitchell	13.70	168	686	Lanier Co	9.64
121	685	Lamar Co	13.70	169	698	McIntosh Co	9.60
122	679	Jasper Co	13.68	170	720	Randolph Co	9.60
123	631	Clayton Co	13.64	171	642	Dawson Co	9.52
124	623	Catoosa Co	13.59	172	608	Bartow Co	9.48
125	707	Newton Co	13.58	173	793	Vidalia City	9.41
126	644	DeKalb Co	13.50	174	723	Schley Co	9.09
127	732	Tattnall Co	13.49	175	607	Barrow Co	9.01
128	624	Charlton Co	13.39	176	620	Camden Co	8.87
129	722	Rockdale Co	13.27	177	648	Douglas Co	8.80
130	697	McDuffie Co	13.14	178	689	Liberty Co	8.58
131	641	Dade Co	13.01	179	700	Miller Co	8.42
132	764	Buford City	12.96	180	615	Bryan Co	8.42
133	664	Gordon Co	12.83	181	609	Ben Hill Co	8.33
134	692	Lowndes Co	12.77	182	667	Gwinnett Co	8.27
135	747	Walton Co	12.63	183	628	Cherokee Co	8.23
136	791	Trion City	12.50	184	658	Forsyth Co	7.43
137	760	Americus City	12.27	185	693	Lumpkin Co	7.38
138	634	Coffee Co	12.26	186	654	Evans Co	6.56
139	633	Cobb Co	12.26	187	712	Pickens Co	6.43
140	650	Echols Co	12.20	188	786	Social Circle City	4.17
141	773	Decatur City	12.11	189	626	Chattahoochee Co	3.23
142	627	Chattooga Co	11.98				
143	613	Brantley Co	11.76				
144	702	Monroe Co	11.73				

*Combined Systems

Systems Ranked by Zero Experience 1989

	Code	System Name	% Zero		Code	System Name
1	670	Hancock Co	19.20	49	603	Bacon Co
2	630	Clay Co	17.65	50	716	Pulaski Co
3	689	Liberty Co	16.24	51	683	Johnson Co
4	720	Randolph Co	16.00	52	713	Pierce Co
5	686	Lanier Co	14.46	53	627	Chattooga Co
6	729	Sumter Co	14.18	54	730	Talbot Co
7	698	McIntosh Co	13.60	55	650	Echols Co
8	778	Hogansville City	13.46	56	671	Haralson Co
9	620	Camden Co	12.84	57	635	Colquitt Co
10	681	Jefferson Co	12.39	58	646	Dooly Co
11	661	Gilmer Co	12.27	59	652	Elbert Co
12	732	Tattnall Co	12.09	60	760	Americus City
13	609	Ben Hill Co	10.71	61	648	Douglas Co
14	679	Jasper Co	10.53	62	608	Bartow Co
15	602	Atkinson Co	10.53	63	629	Clarke Co
16	642	Dawson Co	10.32	64	696	Marion Co
17	641	Dade Co	10.27	65	743	Twiggs Co
18	653	Emanuel Co	10.10	66	747	Walton Co
19	678	Jackson Co	10.00	67	726	Spalding Co
20	786	Social Circle City	9.72	68	633	Cobb Co
21	626	Chattahoochee Co	9.68	69	740	Treutlen Co
22	695	Madison Co	9.62	70	737	Tift Co
23	607	Barrow Co	9.59	71	699	Meriwether Co
24	664	Gordon Co	9.54	72	725	Seminole Co
25	639	Crawford Co	9.35	73	622	Carroll Co
26	744	Union Co	9.30	74	702	Monroe Co
27	682	Jenkins Co	9.23	75	637	Cook Co
28	738	Toombs Co	9.15	76	654	Evans Co
29	618	Butts Co	9.15	77	613	Brantley Co
30	752	Webster Co	9.09	78	643	Decatur Co
31	624	Charlton Co	8.93	79	775	Fitzgerald City
32	763	Bremen City	8.86	80	793	Vidalia City
33	662	Glascock Co	8.82	*81	128	Quitman/Stewart
34	792	Valdosta City	8.81	82	675	Henry Co
35	638	Coweta Co	8.60	83	615	Bryan Co
36	701	Mitchell Co	8.59	84	712	Pickens Co
37	651	Effingham Co	7.92	85	735	Terrell Co
38	691	Long Co	7.81	86	625	Chatham Co
39	644	DeKalb Co	7.78	87	739	Towns Co
40	672	Harris Co	7.69	88	772	Dalton City
41	741	Troup Co	7.65	89	784	Pelham City
42	669	Hall Co	7.63	90	705	Murray Co
43	617	Burke Co	7.60	91	724	Screven Co
44	721	Richmond Co	7.59	92	751	Wayne Co
45	634	Coffee Co	7.55	93	769	Chickamauga City
46	606	Banks Co	7.55	94	791	Trion City
47	711	Peach Co	7.54	95	697	McDuffie Co
48	794	Waycross City	7.53	96	640	Crisp Co

*Combined Systems

Code	System Name	% Zero	Code	System Name	% Zero
97 755	Whitfield Co	6.09	145 717	Putnam Co	4.35
98 754	White Co	6.08	146 719	Rabun Co	4.35
99 723	Schley Co	6.06	147 779	Jefferson City	4.29
100 628	Cherokee Co	6.06	148 706	Muscogee Co	4.25
101 693	Lumpkin Co	6.04	149 680	Jeff Davis Co	4.22
102 657	Floyd Co	6.03	150 773	Decatur City	4.21
103 666	Greene Co	6.02	151 765	Calhoun City	4.13
104 757	Wilkes Co	6.02	152 708	Oconee Co	4.04
105 759	Worth Co	5.93	153 647	Dougherty Co	4.03
106 610	Berrien Co	5.91	154 771	Commerce City	4.00
107 636	Columbia Co	5.88	155 758	Wilkinson Co	3.97
108 728	Stewart Co	5.88	156 614	Brooks Co	3.96
109 789	Thomasville City	5.86	157 605	Baldwin Co	3.92
110 692	Lowndes Co	5.70	158 688	Lee Co	3.83
111 674	Heard Co	5.69	159 709	Oglethorpe Co	3.82
112 707	Newton Co	5.69	160 780	LaGrange City	3.80
113 710	Paulding Co	5.68	161 704	Morgan Co	3.66
114 659	Franklin Co	5.66	162 742	Turner Co	3.60
115 632	Clinch Co	5.66	163 781	Marietta City	3.57
116 667	Gwinnett Co	5.60	164 612	Bleckley Co	3.57
117 665	Grady Co	5.59	165 601	Appling Co	3.31
118 655	Fannin Co	5.52	166 684	Jones Co	3.30
*119 101	Baker/Mitchell	5.48	167 748	Ware Co	3.29
120 685	Lamar Co	5.48	168 616	Bulloch Co	3.28
121 687	Laurens Co	5.37	169 727	Stephens Co	3.27
122 676	Houston Co	5.31	170 750	Washington Co	3.24
123 774	Dublin City	5.29	171 660	Fulton Co	3.23
124 623	Catoosa Co	5.27	172 776	Gainesville City	3.23
*125 96	Marion/Schley/Webster	5.26	173 761	Atlanta City	3.16
126 718	Quitman Co	5.26	174 746	Walker Co	3.14
127 700	Miller Co	5.26	175 673	Hart Co	3.10
128 714	Pike Co	5.26	176 749	Warren Co	2.90
129 631	Clayton Co	5.23	177 767	Cartersville City	2.72
130 756	Wilcox Co	5.15	178 703	Montgomery Co	2.56
131 690	Lincoln Co	5.15	179 677	Irwin Co	2.50
132 694	Macon Co	5.14	180 753	Wheeler Co	2.44
133 658	Forsyth Co	5.10	181 649	Early Co	2.31
134 668	Habersham Co	4.84	182 621	Candler Co	1.92
135 722	Rockdale Co	4.83	183 788	Thomaston City	1.90
136 715	Polk Co	4.77	184 733	Taylor Co	1.82
137 766	Carrollton City	4.74	185 785	Rome City	1.80
138 745	Upson Co	4.69	186 734	Telfair Co	1.28
139 736	Thomas Co	4.67	187 619	Calhoun Co	1.16
140 764	Buford City	4.63	188 731	Taliaferro Co	0.00
141 645	Dodge Co	4.44	189 604	Baker Co	0.00
142 656	Fayette Co	4.42			
143 663	Glynn Co	4.38			
144 611	Bibb Co	4.37			

*Combined Systems

Systems Ranked by Personnel Turnover 1989
(Attrition and Mobility Which Occurred in 1987-88)

	Code	System Name	% Rate		Code	System Name	% Rate
1	670	Hancock Co	29.46	49	665	Grady Co	13.61
2	778	Hogansville City	29.09	50	711	Peach Co	13.60
3	691	Long Co	26.56	51	699	Meriwether Co	13.54
4	779	Jefferson City	23.17	52	679	Jasper Co	13.48
5	698	McIntosh Co	22.95	53	641	Dade Co	13.48
6	662	Glascock Co	22.22	54	765	Calhoun City	13.45
7	689	Liberty Co	21.79	55	603	Bacon Co	13.43
8	791	Trion City	21.31	56	757	Wilkes Co	13.33
9	685	Lamar Co	20.86	57	614	Brooks Co	13.33
10	672	Harris Co	20.34	58	710	Paulding Co	13.10
11	732	Tattnall Co	19.16	59	766	Carrollton City	13.09
12	681	Jefferson Co	19.07	60	794	Waycross City	13.08
13	607	Barrow Co	18.27	61	612	Bleckley Co	13.04
14	730	Talbot Co	17.65	62	618	Butts Co	12.96
15	617	Burke Co	17.32	63	760	Americus City	12.96
16	764	Buford City	17.31	64	758	Wilkinson Co	12.86
17	775	Fitzgerald City	17.11	65	763	Bremen City	12.82
18	674	Heard Co	16.95	*66	96	Marion/Schley/Webster	12.73
19	682	Jenkins Co	16.67	67	749	Warren Co	12.68
20	701	Mitchell Co	16.67	68	609	Ben Hill Co	12.66
21	718	Quitman Co	16.67	69	643	Decatur Co	12.63
22	729	Sumter Co	16.54	70	678	Jackson Co	12.39
23	683	Johnson Co	15.89	71	789	Thomasville City	12.35
24	743	Twiggs Co	15.70	72	648	Douglas Co	12.20
25	624	Charlton Co	15.52	73	650	Echols Co	12.20
26	720	Randolph Co	15.52	74	723	Schley Co	12.12
27	769	Chickamauga City	15.38	75	737	Tift Co	12.03
28	642	Dawson Co	15.32	76	638	Coweta Co	11.83
29	702	Monroe Co	15.25	77	738	Toombs Co	11.81
*30	128	Quitman/Stewart	15.15	78	741	Troup Co	11.71
31	793	Vidalia City	15.15	79	707	Newton Co	11.61
32	654	Evans Co	15.13	80	771	Commerce City	11.54
*33	101	Baker/Mitchell	15.07	81	651	Effingham Co	11.53
34	713	Pierce Co	14.63	82	721	Richmond Co	11.51
35	747	Walton Co	14.55	83	726	Spalding Co	11.48
36	792	Valdosta City	14.51	84	622	Carroll Co	11.41
37	773	Decatur City	14.44	85	610	Berrien Co	11.35
38	664	Gordon Co	14.38	86	615	Bryan Co	11.34
39	646	Dooly Co	14.18	87	759	Worth Co	11.34
40	620	Camden Co	14.14	88	652	Elbert Co	11.11
41	644	DeKalb Co	14.03	89	661	Gilmer Co	11.03
42	754	White Co	13.99	90	653	Emanuel Co	10.95
43	613	Brantley Co	13.91	91	671	Haralson Co	10.92
44	786	Social Circle City	13.89	92	621	Candler Co	10.89
45	629	Clarke Co	13.84	93	772	Dalton City	10.80
46	675	Henry Co	13.83	94	602	Atkinson Co	10.75
47	784	Pelham City	13.76	95	627	Chattooga Co	10.63
48	686	Lanier Co	13.75	96	780	LaGrange City	10.62

*Combined Systems

Code	System Name	% Rate
97 722	Rockdale Co	10.60
98 636	Columbia Co	10.57
99 660	Fulton Co	10.54
100 695	Madison Co	10.53
101 785	Rome City	10.49
102 633	Cobb Co	10.45
103 755	Whitfield Co	10.42
104 657	Floyd Co	10.40
105 724	Screven Co	10.40
106 703	Montgomery Co	10.39
107 635	Colquitt Co	10.39
108 608	Bartow Co	10.36
109 626	Chattahoochee Co	10.34
110 611	Bibb Co	10.24
111 659	Franklin Co	10.19
112 774	Dublin City	10.09
113 752	Webster Co	10.00
114 697	McDuffie Co	10.00
115 751	Wayne Co	9.96
116 745	Upson Co	9.95
117 625	Chatham Co	9.85
118 750	Washington Co	9.84
119 715	Polk Co	9.81
120 714	Pike Co	9.73
121 735	Terrell Co	9.70
122 605	Baldwin Co	9.70
123 677	Irwin Co	9.65
124 781	Marietta City	9.63
125 746	Walker Co	9.55
126 684	Jones Co	9.48
127 639	Crawford Co	9.47
128 634	Coffee Co	9.36
129 692	Lowndes Co	9.35
130 616	Bulloch Co	9.23
131 676	Houston Co	9.21
132 606	Banks Co	9.18
133 748	Ware Co	9.13
134 640	Crisp Co	9.12
135 663	Glynn Co	9.06
136 667	Gwinnett Co	9.00
137 688	Lee Co	8.91
138 693	Lumpkin Co	8.89
139 647	Dougherty Co	8.82
140 687	Laurens Co	8.72
141 601	Appling Co	8.71
142 706	Muscogee Co	8.67
143 632	Clinch Co	8.65
144 704	Morgan Co	8.64
145 658	Forsyth Co	8.63
146 680	Jeff Davis Co	8.59
147 725	Seminole Co	8.55
148 655	Fannin Co	8.43
149 733	Taylor Co	8.33
150 628	Cherokee Co	8.23
151 666	Greene Co	8.18
152 736	Thomas Co	8.16
153 631	Clayton Co	8.05
154 742	Turner Co	8.03
155 740	Treutlen Co	7.95
156 709	Oglethorpe Co	7.94
157 788	Thomaston City	7.84
158 645	Dodge Co	7.73
159 731	Taliaferro Co	7.69
160 776	Gainesville City	7.66
161 623	Catoosa Co	7.32
162 669	Hall Co	7.09
163 673	Hart Co	7.02
164 637	Cook Co	6.99
165 649	Early Co	6.82
166 761	Atlanta City	6.79
167 656	Fayette Co	6.78
168 719	Rabun Co	6.77
169 690	Lincoln Co	6.52
170 767	Cartersville City	6.47
171 756	Wilcox Co	6.32
172 705	Murray Co	6.30
173 712	Pickens Co	6.00
174 694	Macon Co	5.88
175 700	Miller Co	5.62
176 604	Baker Co	5.56
177 716	Pulaski Co	5.36
178 727	Stephens Co	5.19
179 696	Marion Co	5.00
180 753	Wheeler Co	5.00
181 668	Habersham Co	4.97
182 708	Oconee Co	4.79
183 717	Putnam Co	4.41
184 744	Union Co	4.07
185 734	Telfair Co	3.85
186 619	Calhoun Co	3.53
187 630	Clay Co	3.33
188 728	Stewart Co	2.22
189 739	Towns Co	2.17

Systems Ranked by Administration 1989

	Code	System Name	% Adm		Code	System Name	% Adm
1	731	Taliaferro Co	25.00	49	661	Gilmer Co	11.04
2	773	Decatur City	16.32	50	774	Dublin City	11.01
3	749	Warren Co	15.94	51	618	Butts Co	10.98
4	753	Wheeler Co	15.85	52	608	Bartow Co	10.97
5	728	Stewart Co	15.69	53	641	Dade Co	10.96
6	696	Marion Co	13.95	54	646	Dooly Co	10.95
7	743	Twiggs Co	13.95	55	691	Long Co	10.94
8	764	Buford City	13.89	56	791	Trion City	10.94
9	752	Webster Co	13.64	57	734	Telfair Co	10.90
10	686	Lanier Co	13.25	58	717	Putnam Co	10.87
11	602	Atkinson Co	12.63	59	677	Irwin Co	10.83
12	643	Decatur Co	12.50	60	611	Bibb Co	10.73
13	769	Chickamauga City	12.50	61	624	Charlton Co	10.71
14	786	Social Circle City	12.50	62	605	Baldwin Co	10.70
15	632	Clinch Co	12.26	63	709	Oglethorpe Co	10.69
16	606	Banks Co	12.26	64	668	Habersham Co	10.65
17	699	Meriwether Co	12.20	65	729	Sumter Co	10.64
18	650	Echols Co	12.20	66	739	Towns Co	10.64
19	655	Fannin Co	12.15	67	627	Chattooga Co	10.60
20	694	Macon Co	12.00	68	793	Vidalia City	10.59
21	771	Commerce City	12.00	69	674	Heard Co	10.57
22	642	Dawson Co	11.90	70	644	DeKalb Co	10.57
23	730	Talbot Co	11.76	71	679	Jasper Co	10.53
24	744	Union Co	11.63	72	718	Quitman Co	10.53
25	617	Burke Co	11.60	73	664	Gordon Co	10.53
26	700	Miller Co	11.58	74	780	LaGrange City	10.53
27	682	Jenkins Co	11.54	75	788	Thomaston City	10.48
28	621	Candler Co	11.54	76	619	Calhoun Co	10.47
29	778	Hogansville City	11.54	77	613	Brantley Co	10.46
30	742	Turner Co	11.51	78	760	Americus City	10.45
31	754	White Co	11.49	79	698	McIntosh Co	10.40
32	654	Evans Co	11.48	80	620	Camden Co	10.40
33	604	Baker Co	11.43	81	676	Houston Co	10.32
34	714	Pike Co	11.40	82	758	Wilkinson Co	10.32
35	763	Bremen City	11.39	83	746	Walker Co	10.30
36	615	Bryan Co	11.39	84	703	Montgomery Co	10.26
37	785	Rome City	11.38	85	637	Cook Co	10.26
38	740	Treutlen Co	11.36	86	761	Atlanta City	10.25
39	756	Wilcox Co	11.34	87	732	Tattnall Co	10.23
40	750	Washington Co	11.34	88	673	Hart Co	10.18
41	789	Thomasville City	11.33	89	701	Mitchell Co	10.16
42	697	McDuffie Co	11.31	90	623	Catoosa Co	10.14
43	610	Berrien Co	11.29	91	652	Elbert Co	10.12
44	683	Johnson Co	11.21	92	751	Wayne Co	10.07
45	660	Fulton Co	11.21	93	693	Lumpkin Co	10.07
46	720	Randolph Co	11.20	94	794	Waycross City	10.04
47	601	Appling Co	11.16	95	640	Crisp Co	10.03
48	681	Jefferson Co	11.06	96	716	Pulaski Co	10.00

Code	System Name	% Adm
97 766	Carrollton City	10.00
98 779	Jefferson City	10.00
99 784	Pelham City	10.00
100 712	Pickens Co	9.94
101 765	Calhoun City	9.92
102 614	Brooks Co	9.90
103 737	Tift Co	9.90
104 781	Marietta City	9.89
105 713	Pierce Co	9.88
106 748	Ware Co	9.88
107 675	Henry Co	9.84
108 721	Richmond Co	9.79
109 755	Whitfield Co	9.78
110 603	Bacon Co	9.77
111 653	Emanuel Co	9.76
112 772	Dalton City	9.73
113 622	Carroll Co	9.73
114 657	Floyd Co	9.72
*115 128	Quitman/Stewart	9.68
116 626	Chattahoochee Co	9.68
117 634	Coffee Co	9.67
118 680	Jeff Davis Co	9.64
119 695	Madison Co	9.62
120 670	Hancock Co	9.60
121 607	Barrow Co	9.59
122 685	Lamar Co	9.59
123 671	Haralson Co	9.55
124 665	Grady Co	9.54
125 609	Ben Hill Co	9.52
126 706	Muscogee Co	9.49
127 659	Franklin Co	9.43
128 687	Laurens Co	9.40
129 647	Dougherty Co	9.39
130 616	Bulloch Co	9.39
131 722	Rockdale Co	9.35
132 639	Crawford Co	9.35
133 672	Harris Co	9.34
134 645	Dodge Co	9.33
135 635	Colquitt Co	9.33
136 725	Seminole Co	9.32
137 612	Bleckley Co	9.29
138 690	Lincoln Co	9.28
139 759	Worth Co	9.26
140 738	Toombs Co	9.15
141 724	Screven Co	9.13
142 723	Schley Co	9.09
143 733	Taylor Co	9.09
144 663	Glynn Co	9.05
145 692	Lowndes Co	9.04
146 666	Greene Co	9.04
147 757	Wilkes Co	9.02
148 625	Chatham Co	9.02
149 684	Jones Co	8.96
150 702	Monroe Co	8.94
151 638	Coweta Co	8.90
152 631	Clayton Co	8.89
153 767	Cartersville City	8.84
154 630	Clay Co	8.82
155 662	Glascock Co	8.82
156 707	Newton Co	8.81
157 776	Gainesville City	8.76
158 678	Jackson Co	8.75
159 727	Stephens Co	8.73
160 658	Forsyth Co	8.70
161 719	Rabun Co	8.70
162 705	Murray Co	8.68
163 736	Thomas Co	8.67
164 710	Paulding Co	8.64
165 726	Spalding Co	8.61
166 715	Polk Co	8.59
167 792	Valdosta City	8.59
168 648	Douglas Co	8.58
169 735	Terrell Co	8.57
170 741	Troup Co	8.56
171 747	Walton Co	8.51
172 636	Columbia Co	8.48
173 745	Upson Co	8.33
174 651	Effingham Co	8.21
175 688	Lee Co	8.13
176 633	Cobb Co	8.07
177 656	Fayette Co	8.05
178 669	Hall Co	8.02
179 629	Clarke Co	7.99
180 704	Morgan Co	7.93
181 775	Fitzgerald City	7.79
182 667	Gwinnett Co	7.77
183 708	Oconee Co	7.58
184 711	Peach Co	7.54
185 689	Liberty Co	7.19
186 628	Cherokee Co	7.03
*187 96	Marion/Schley/Webster	7.02
188 649	Early Co	6.94
*189 101	Baker/Mitchell	5.48

*Combined Systems

Systems Ranked by Special Education Personnel 1989

	Code	System Name	% Spe		Code	System Name	% Spe
1	736	Thomas Co	18.67	49	756	Wilcox Co	11.34
2	772	Dalton City	17.45	50	613	Brantley Co	11.11
3	692	Lowndes Co	16.31	51	764	Buford City	11.11
4	629	Clarke Co	14.72	52	673	Hart Co	11.06
5	674	Heard Co	14.63	53	661	Gilmer Co	11.04
6	604	Baker Co	14.29	54	669	Hall Co	11.00
7	696	Marion Co	13.95	55	605	Baldwin Co	10.97
8	659	Franklin Co	13.68	56	737	Tift Co	10.93
9	640	Crisp Co	13.59	57	667	Gwinnett Co	10.82
10	707	Newton Co	13.58	58	746	Walker Co	10.82
11	638	Coweta Co	13.57	59	754	White Co	10.81
12	644	DeKalb Co	13.32	60	751	Wayne Co	10.76
13	628	Cherokee Co	13.31	61	607	Barrow Co	10.76
14	701	Mitchell Co	13.28	62	748	Ware Co	10.70
15	686	Lanier Co	13.25	63	755	Whitfield Co	10.58
16	622	Carroll Co	13.17	64	722	Rockdale Co	10.56
17	773	Decatur City	13.16	65	635	Colquitt Co	10.55
18	627	Chattooga Co	12.90	66	679	Jasper Co	10.53
*19	128	Quitman/Stewart	12.90	67	648	Douglas Co	10.50
20	781	Marietta City	12.64	68	616	Bulloch Co	10.48
21	780	LaGrange City	12.57	69	653	Emanuel Co	10.44
22	789	Thomasville City	12.50	70	678	Jackson Co	10.42
23	774	Dublin City	12.33	71	614	Brooks Co	10.40
24	637	Cook Co	12.31	72	704	Morgan Co	10.37
25	632	Clinch Co	12.26	73	730	Talbot Co	10.29
26	709	Oglethorpe Co	12.21	74	683	Johnson Co	10.28
27	753	Wheeler Co	12.20	75	643	Decatur Co	10.25
28	734	Telfair Co	12.18	76	675	Henry Co	10.20
29	612	Bleckley Co	12.14	77	658	Forsyth Co	10.19
30	708	Oconee Co	12.12	78	663	Glynn Co	10.18
31	693	Lumpkin Co	12.08	79	634	Coffee Co	10.14
32	666	Greene Co	12.05	80	676	Houston Co	10.13
33	611	Bibb Co	12.04	81	741	Troup Co	10.09
34	720	Randolph Co	12.00	82	657	Floyd Co	10.05
35	633	Cobb Co	11.87	83	688	Lee Co	10.05
36	631	Clayton Co	11.77	84	682	Jenkins Co	10.00
37	728	Stewart Co	11.76	85	766	Carrollton City	10.00
38	695	Madison Co	11.72	86	623	Catoosa Co	9.94
39	794	Waycross City	11.72	87	672	Harris Co	9.89
40	647	Dougherty Co	11.68	88	665	Grady Co	9.87
41	706	Muscogee Co	11.64	89	699	Meriwether Co	9.83
42	619	Calhoun Co	11.63	90	624	Charlton Co	9.82
43	726	Spalding Co	11.62	91	738	Toombs Co	9.80
44	703	Montgomery Co	11.54	92	650	Echols Co	9.76
45	660	Fulton Co	11.48	93	687	Laurens Co	9.73
46	763	Bremen City	11.39	94	652	Elbert Co	9.72
47	785	Rome City	11.38	95	626	Chattahoochee Co	9.68
48	625	Chatham Co	11.36	96	776	Gainesville City	9.68

*Combined Systems

	Code	System Name	% Spe
97	608	Bartow Co	9.67
98	714	Pike Co	9.65
99	778	Hogansville City	9.62
100	715	Polk Co	9.55
101	642	Dawson Co	9.52
102	758	Wilkinson Co	9.52
103	646	Dooly Co	9.49
104	602	Atkinson Co	9.47
105	727	Stephens Co	9.45
106	651	Effingham Co	9.38
107	639	Crawford Co	9.35
108	645	Dodge Co	9.33
109	771	Commerce City	9.33
110	735	Terrell Co	9.29
111	747	Walton Co	9.28
112	690	Lincoln Co	9.28
113	649	Early Co	9.25
114	664	Gordon Co	9.21
115	716	Pulaski Co	9.17
116	610	Berrien Co	9.14
117	724	Screven Co	9.13
118	723	Schley Co	9.09
119	765	Calhoun City	9.09
120	784	Pelham City	9.09
121	705	Murray Co	9.03
122	757	Wilkes Co	9.02
123	654	Evans Co	9.02
124	656	Fayette Co	8.96
125	615	Bryan Co	8.91
126	685	Lamar Co	8.90
127	710	Paulding Co	8.89
128	759	Worth Co	8.89
129	681	Jefferson Co	8.85
130	732	Tattnall Co	8.84
131	630	Clay Co	8.82
132	668	Habersham Co	8.71
133	749	Warren Co	8.70
134	717	Putnam Co	8.70
135	742	Turner Co	8.63
136	779	Jefferson City	8.57
137	620	Camden Co	8.56
138	761	Atlanta City	8.56
139	721	Richmond Co	8.55
140	618	Butts Co	8.54
141	739	Towns Co	8.51
142	729	Sumter Co	8.51
143	606	Banks Co	8.49
144	725	Seminole Co	8.47
145	671	Haralson Co	8.43
146	700	Miller Co	8.42
147	792	Valdosta City	8.37
148	677	Irwin Co	8.33
149	786	Social Circle City	8.33
150	655	Fannin Co	8.29
*151	101	Baker/Mitchell	8.22
152	733	Taylor Co	8.18
153	767	Cartersville City	8.16
154	689	Liberty Co	8.12
155	750	Washington Co	8.10
156	713	Pierce Co	8.02
157	698	McIntosh Co	8.00
158	694	Macon Co	8.00
159	740	Treutlen Co	7.95
160	691	Long Co	7.81
161	744	Union Co	7.75
162	636	Columbia Co	7.66
163	712	Pickens Co	7.60
164	684	Jones Co	7.55
165	603	Bacon Co	7.52
166	745	Upson Co	7.29
167	760	Americus City	7.27
168	702	Monroe Co	7.26
169	719	Rabun Co	7.25
170	680	Jeff Davis Co	7.23
171	609	Ben Hill Co	7.14
172	601	Appling Co	7.02
*173	96	Marion/Schley/Webster	7.02
174	697	McDuffie Co	6.93
175	711	Peach Co	6.75
176	621	Candler Co	6.73
177	788	Thomaston City	6.67
178	775	Fitzgerald City	6.49
179	793	Vidalia City	6.47
180	670	Hancock Co	6.40
181	769	Chickamauga City	6.25
182	731	Taliaferro Co	6.25
183	791	Trion City	6.25
184	743	Twiggs Co	6.20
185	641	Dade Co	6.16
186	617	Burke Co	6.00
187	662	Glascock Co	5.88
188	718	Quitman Co	5.26
189	752	Webster Co	4.55

*Combined Systems

Composite System Ranking by Categories*

Code	System	% Growth	Size	% Female	Age	Exp	% PB Cert	% Life	% Zero Exp	% Turnover	% Administration	% Spec. Ed.
601	Appling Co	129	71	144	110	39	72	57	165	141	47	172
602	Atkinson Co	111	157	116	29	37	53	29	15	94	11	104
603	Bacon Co	164	125	146	115	47	61	58	49	55	110	165
604	Baker Co	82	181	1	5	3	178	3	189	176	33	6
605	Baldwin Co	160	43	42	83	79	125	65	157	122	62	55
606	Banks Co	51	151	176	134	163	91	161	46	132	16	143
607	Barrow Co	11	45	36	182	183	25	175	23	13	121	61
608	Bartow Co	69	29	101	178	168	13	172	62	108	52	97
609	Ben Hill Co	8	161	3	175	169	3	181	13	68	125	171
610	Berrien Co	173	94	60	42	45	138	81	106	85	43	116
611	Bibb Co	135	10	22	38	23	160	16	144	110	60	33
612	Bleckley Co	49	120	102	62	65	174	83	164	61	137	29
613	Brantley Co	81	112	55	107	112	100	143	77	43	77	50
614	Brooks Co	145	87	90	45	26	65	17	156	57	102	71
615	Bryan Co	13	88	19	129	180	29	180	83	86	36	125
616	Bulloch Co	87	35	32	23	49	147	82	168	130	130	68
617	Burke Co	172	67	126	151	40	76	28	43	15	25	186
618	Butts Co	99	106	117	156	94	128	113	29	62	51	140
619	Calhoun Co	185	160	180	6	5	173	43	187	186	76	42
620	Camden Co	1	49	81	139	184	28	176	9	40	80	137
621	Candler Co	38	153	47	10	8	169	22	182	92	28	176
622	Carroll Co	16	21	82	117	149	73	115	73	84	113	16
623	Catoosa Co	56	32	100	87	109	124	124	124	161	90	86
624	Charlton Co	170	144	119	121	106	63	128	31	25	61	90
625	Chatham Co	131	7	10	57	93	167	77	86	117	148	48
626	Chattahoochee Co	37	185	6	169	186	116	189	21	109	116	95
627	Chattooga Co	76	80	162	126	146	37	142	53	95	67	18
628	Cherokee Co	7	13	38	137	172	59	183	100	150	186	13
629	Clarke Co	88	15	49	60	138	98	153	63	45	179	4
630	Clay Co	15	182	75	101	95	187	11	2	187	154	131
631	Clayton Co	48	6	87	108	98	104	123	129	153	152	36
632	Clinch Co	156	150	152	39	43	129	60	115	143	15	25
633	Cobb Co	20	3	8	102	152	101	139	68	102	176	35
634	Coffee Co	60	38	79	135	135	83	138	45	128	117	79
635	Colquitt Co	105	31	121	54	54	110	51	57	107	135	65
636	Columbia Co	14	18	16	118	157	64	151	107	98	172	162
637	Cook Co	100	90	92	33	85	46	33	75	164	85	24
638	Coweta Co	27	22	66	136	120	139	91	35	76	151	11
639	Crawford Co	42	148	73	96	134	113	101	25	127	132	107
640	Crisp Co	84	52	41	147	121	38	157	96	134	95	9

*Rank: 1 = highest (range 1-189, including combined systems 96, 101, and 128)

Composite System Ranking by Categories*

Code	System	% Growth	Size	% Female	Age	Exp	% PB Cert	% Life	% Zero Exp	% Turnover	% Administration	% Spec. Ed.
641	Dade Co	29	117	134	153	131	80	131	17	53	53	185
642	Dawson Co	10	132	151	186	182	5	171	16	28	22	101
643	Decatur Co	65	41	39	131	122	26	99	78	69	12	75
644	DeKalb Co	86	1	31	65	123	165	126	39	41	70	12
645	Dodge Co	125	78	52	56	25	88	24	141	158	134	108
646	Dooly Co	157	124	153	12	13	176	7	58	39	54	103
647	Dougherty Co	137	11	46	21	19	159	25	153	139	129	40
648	Douglas Co	30	14	88	174	171	49	177	61	72	168	67
649	Early Co	154	100	111	22	9	111	6	181	165	188	113
650	Echols Co	117	180	136	78	51	146	140	55	73	18	92
651	Effingham Co	23	47	14	176	181	10	158	37	81	174	106
652	Elbert Co	139	68	131	122	104	40	88	59	88	91	94
653	Emanuel Co	61	58	104	146	141	39	119	18	90	111	69
654	Evans Co	116	138	28	170	162	31	186	76	32	32	123
655	Fannin Co	158	96	171	30	44	157	48	118	148	19	150
656	Fayette Co	4	17	20	92	151	90	166	142	167	177	124
657	Floyd Co	108	25	133	75	74	149	34	102	104	114	82
658	Forsyth Co	43	34	29	138	170	16	184	133	145	160	77
659	Franklin Co	55	84	89	140	71	27	41	114	111	127	8
660	Fulton Co	106	5	53	32	105	135	84	171	99	45	45
661	Gilmer Co	21	107	182	180	160	136	159	11	89	49	53
662	Glascock Co	187	183	186	31	50	142	63	33	6	155	187
663	Glynn Co	133	19	21	11	28	179	30	143	135	144	78
664	Gordon Co	95	53	157	152	133	140	133	24	38	73	114
665	Grady Co	53	54	78	112	119	109	78	117	49	124	88
666	Greene Co	59	103	142	125	80	24	40	103	151	146	32
667	Gwinnett Co	2	4	9	173	175	54	182	116	136	182	57
668	Habersham Co	80	51	68	73	70	67	111	134	181	64	132
669	Hall Co	75	16	57	66	116	114	89	42	162	178	54
670	Hancock Co	171	136	167	144	78	150	39	1	1	120	180
671	Haralson Co	89	98	174	88	117	45	96	56	91	123	145
672	Harris Co	146	95	127	46	86	96	109	40	10	133	87
673	Hart Co	126	76	154	109	41	127	105	175	163	88	52
674	Heard Co	101	137	173	187	174	19	117	111	18	69	5
675	Henry Co	6	27	107	165	176	35	167	82	46	107	76
676	Houston Co	92	12	85	59	61	137	55	122	131	81	80
677	Irwin Co	70	141	83	130	91	7	146	179	123	59	148
678	Jackson Co	3	72	27	189	189	2	163	19	70	158	70
679	Jasper Co	112	158	115	181	132	183	122	14	52	71	66
680	Jeff Davis Co	72	104	94	132	100	8	116	149	146	118	170

*Rank: 1 = highest (range 1-189, including combined systems 96, 101, and 128)

Composite System Ranking by Categories*

Code	System	% Growth	Size	% Female	Age	Exp	% PB Cert	% Life	% Zero Exp	% Turnover	% Administration	% Spec. Ed.
681	Jefferson Co	144	77	135	166	124	115	62	10	12	48	129
682	Jenkins Co	68	128	80	163	155	78	104	27	19	27	84
683	Johnson Co	124	149	156	171	156	23	76	51	23	44	74
684	Jones Co	79	83	15	89	38	106	66	166	126	149	164
685	Lamar Co	114	116	96	119	110	122	121	120	9	122	126
686	Lanier Co	147	162	11	120	164	20	168	5	48	10	15
687	Laurens Co	97	56	65	64	75	107	42	121	140	128	93
688	Lee Co	28	85	74	49	88	163	103	158	137	175	83
689	Liberty Co	19	37	61	188	188	66	178	3	7	185	154
690	Lincoln Co	113	155	179	67	20	92	64	131	169	138	112
691	Long Co	93	173	160	51	114	133	35	38	3	55	160
692	Lowndes Co	39	30	108	70	103	105	134	110	129	145	3
693	Lumpkin Co	17	113	124	157	178	18	185	101	138	93	31
694	Macon Co	127	99	123	79	33	81	15	132	174	20	158
695	Madison Co	96	73	43	183	173	22	155	22	100	119	38
696	Marion Co	121	179	37	161	139	51	50	64	179	6	7
697	McDuffie Co	73	63	17	179	108	43	130	95	114	42	174
698	McIntosh Co	168	135	145	172	179	151	169	7	5	79	157
699	Meriwether Co	128	59	122	91	73	119	44	71	51	17	89
700	Miller Co	166	156	98	133	101	82	179	127	175	26	146
701	Mitchell Co	183	131	5	158	92	97	36	36	20	89	14
702	Monroe Co	78	97	33	168	148	11	144	74	29	150	168
703	Montgomery Co	148	165	72	14	42	94	23	178	106	84	44
704	Morgan Co	104	105	91	123	81	69	114	161	144	180	72
705	Murray Co	62	60	184	43	76	68	74	90	172	162	121
706	Muscogee Co	163	9	112	7	15	181	27	148	142	126	41
707	Newton Co	41	28	86	116	118	112	125	112	79	156	10
708	Oconee Co	22	89	7	47	90	156	79	152	182	183	30
709	Oglethorpe Co	63	127	172	104	128	161	164	159	156	63	26
710	Paulding Co	25	40	51	149	158	44	148	113	58	164	127
711	Peach Co	110	66	26	53	66	126	31	47	50	184	175
712	Pickens Co	18	101	158	105	177	56	187	84	173	100	163
713	Pierce Co	138	108	93	71	83	84	90	52	34	105	156
714	Pike Co	136	143	97	28	30	143	80	128	120	34	98
715	Polk Co	54	39	139	40	58	118	75	136	119	166	100
716	Pulaski Co	64	140	110	68	140	50	145	50	177	96	115
717	Putnam Co	122	123	140	27	21	171	67	145	183	58	134
718	Quitman Co	140	188	13	25	7	164	12	126	21	72	188
719	Rabun Co	74	122	141	84	102	62	92	146	168	161	169
720	Randolph Co	151	134	118	154	161	121	170	4	26	46	34

*Rank: 1 = highest (range 1-189, including combined systems 96, 101, and 128)

Composite System Ranking by Categories*

Code	System	% Growth	Size	% Female	Age	Exp	% PB Cert	% Life	% Zero Exp	% Turnover	% Administration	% Spec. Ed.
721	Richmond Co	36	8	44	80	97	123	73	44	82	108	139
722	Rockdale Co	12	23	25	95	111	130	129	135	97	131	64
723	Schley Co	24	184	4	160	187	1	174	99	74	142	118
724	Screven Co	179	86	24	167	130	36	152	91	105	141	117
725	Seminole Co	175	142	69	93	62	42	108	72	147	136	144
726	Spalding Co	34	20	48	90	99	93	98	67	83	165	43
727	Stephens Co	77	62	168	72	52	74	47	169	178	159	105
728	Stewart Co	35	177	12	52	56	77	165	108	188	5	37
729	Sumter Co	9	118	23	111	150	158	52	6	22	65	142
730	Talbot Co	184	171	165	128	53	21	26	54	14	23	73
731	Taliaferro Co	176	189	2	1	4	189	2	188	159	1	182
732	Tattnall Co	46	82	164	159	159	57	127	12	11	87	130
733	Taylor Co	155	146	138	44	48	75	86	184	149	143	152
734	Telfair Co	167	109	148	17	10	154	19	186	185	57	28
735	Terrell Co	90	119	62	41	68	120	110	85	121	169	110
736	Thomas Co	71	55	106	24	34	117	49	139	152	163	1
737	Tift Co	57	33	30	98	126	34	94	70	75	103	56
738	Toombs Co	115	111	67	124	125	9	87	28	77	140	91
739	Towns Co	177	178	187	50	16	79	21	87	189	66	141
740	Treutlen Co	83	159	129	82	27	41	13	69	155	38	159
741	Troup Co	5	50	70	127	166	52	147	41	78	170	81
742	Turner Co	130	121	137	35	77	89	97	162	154	30	135
743	Twiggs Co	31	129	109	55	59	175	18	65	24	7	184
744	Union Co	50	130	178	9	113	168	71	26	184	24	161
745	Upson Co	150	91	84	113	143	6	160	138	116	173	166
746	Walker Co	174	26	132	16	35	148	59	174	125	83	58
747	Walton Co	103	42	35	162	154	71	135	66	35	171	111
748	Ware Co	143	70	130	36	63	108	95	167	133	106	62
749	Warren Co	169	170	175	20	11	144	5	176	67	3	133
750	Washington Co	118	69	77	97	57	141	61	170	118	40	155
751	Wayne Co	33	61	45	74	84	95	106	92	115	92	60
752	Webster Co	44	187	161	4	6	186	9	30	113	9	189
753	Wheeler Co	91	163	169	19	31	70	45	180	180	4	27
754	White Co	66	114	114	77	82	99	93	98	42	31	59
755	Whitfield Co	67	24	150	150	129	48	156	97	103	109	63
756	Wilcox Co	123	154	163	15	14	177	32	130	171	39	49
757	Wilkes Co	142	126	120	177	115	15	37	104	56	147	122
758	Wilkinson Co	182	133	58	69	29	182	56	155	64	82	102
759	Worth Co	26	64	56	86	87	162	72	105	87	139	128
760	Americus City	180	79	18	143	127	33	137	60	63	78	167

*Rank: 1 = highest (range 1-189, including combined systems 96, 101, and 128)

Composite System Ranking by Categories*

Code	System	% Growth	Size	% Female	Age	Exp	% PB Cert	% Life	% Zero Exp	% Turnover	% Administration	% Spec. Ed.
761	Atlanta City	152	2	40	2	1	188	1	173	166	86	138
763	Bremen City	45	164	113	148	144	58	150	32	65	35	46
764	Buford City	52	147	147	185	145	30	132	140	16	8	51
765	Calhoun City	181	139	159	34	22	145	14	151	54	101	119
766	Carrollton City	132	92	50	18	55	180	54	137	59	97	85
767	Cartersville City	109	115	149	99	24	166	100	177	170	153	153
769	Chickamauga City	94	172	183	142	153	132	154	93	27	13	181
771	Commerce City	161	166	166	81	18	134	10	154	80	21	109
772	Dalton City	98	57	103	48	60	131	20	88	93	112	2
773	Decatur City	165	93	99	8	32	184	141	150	37	2	17
774	Dublin City	32	75	34	37	36	153	38	123	112	50	23
775	Fitzgerald City	102	110	181	114	136	60	102	79	17	181	178
776	Gainesville City	58	81	125	13	17	172	53	172	160	157	96
778	Hogansville City	186	176	185	76	165	17	69	8	2	29	99
779	Jefferson City	189	169	155	164	137	14	149	147	4	98	136
780	LaGrange City	159	46	59	61	69	155	85	160	96	74	21
781	Marietta City	47	44	63	94	67	170	107	163	124	104	20
784	Pelham City	85	145	128	58	107	87	46	89	47	99	120
785	Rome City	119	48	64	106	46	102	68	185	101	37	47
786	Social Circle City	149	168	105	184	185	4	188	20	44	14	149
788	Thomaston City	134	152	143	26	12	103	8	183	157	75	177
789	Thomasville City	120	65	95	63	64	152	70	109	71	41	22
791	Trion City	40	174	170	85	89	47	136	94	8	56	183
792	Valdosta City	141	36	54	145	167	85	162	34	36	167	147
793	Vidalia City	107	102	76	100	142	55	173	80	31	68	179
794	Waycross City	153	74	71	141	96	86	118	48	60	94	39
96	Marion/Schley/Webster	178	175	189	155	147	32	112	125	66	187	173
101	Baker/Mitchell	162	167	177	103	72	12	120	119	33	189	151
128	Quitman/Stewart	188	186	188	3	2	185	4	81	30	115	19

REFERENCES

Akin, James N., Teacher Supply and Demand in the United States, 1989 Report. Addison, IL: Association for School, College and University Staffing, 1989.

Akin, James N., Teacher Supply/Demand 1988. Madison, WI: Association for School, College and University Staffing, 1988.

Akin, James N., Teacher Supply/Demand 1987. Madison, WI: Association for School, College and University Staffing, 1987.

Akin, James N., Teacher Supply/Demand 1986. Madison, WI: Association for School, College and University Staffing, 1986.

American Association of Colleges for Teacher Education (AACTE), Task Force on Teacher Certification, Emergency Teacher Certification. Washington, D.C., 1984.

American Association of Colleges for Teacher Education (AACTE), Teacher Education Policy in the States: 50 State Survey of Legislative and Administrative Actions. Washington, D.C., June 1988.

American Association of Colleges for Teacher Education (AACTE), Teaching Teachers: Facts & Figures. Washington, D.C., 1987.

American Federation of Teachers (AFT), Salary Trends, 1986: Survey and Analyses. Washington, D.C., 1986.

Armstrong, Jane, Education For Economic Growth, ECS Issuegram #13. Denver, CO: Education Commission of the States, 1983.

Association for School, College and University Staffing, Teacher Supply and Demand in the United States: A Look Ahead. Addison, IL, 1989.

Association for Supervision and Curriculum Development, Productive School Systems for a Nonrational World. Alexandria, VA: Association for Supervision and Curriculum Development, 1986.

Association for Supervision and Curriculum Development, School Reform Policy: A Call for Reason. Alexandria, VA: Association for Supervision and Curriculum Development, September, 1986.

Astin, Alexander W., Kenneth C. Green, and William S. Korn, Th
American Freshman: Twenty Year Trends. Los Angeles, CA
Cooperative Institutional Research Program, American Council o
Education, University of California at Los Angeles, 1987.

Belsches-Simmons, Grace and Judith Bray, The Legal Context fo
Teacher Improvement. Denver, CO: Education Commission of th
States, 1985.

Berry, Barnett, A Case Study of the Teacher Labor Market in th
Southeast. Research Triangle Park, NC: Southeast Regional Counci
for Educational Improvement, 1984.

Berry, Barnett, Understanding Teacher Supply and Demand in th
Southeast: A Synthesis of Qualitative Research to Aid Effectiv
Policymaking. Research Triangle Park, NC: Southeast Regiona
Council for Educational Improvement, 1985.

Bird, Thomas, School Organization and the Rewards of Teachin
Denver, CO: Education Commission of the States, 1984.

Bray, Judith L., Patricia Flakus-Mosqueda, Robert M. Palaich, an
JoAnne S. Wilkins, New Directions for State Teacher Policies
Denver, CO: Education Commission of the States, 1985.

Britzman, Deborah P., "Cultural Myths in the Making of a Teache
Biography and Social Structure in Teacher Education," Harva
Educational Review, Vol. 56, No. 4, November 1986.

Burnes, Donald W., Robert M. Palaich, Aims McGinness, and Patric
Flakus-Mosqueda, State Governance of Education: 1983. Denver, C
Education Commission of the States, 1983.

Carnegie Forum on Education and the Economy's Task Force
Teaching as a Profession, A Nation Prepared: Teachers for the 21
Century. New York: The Carnegie Forum on Education and th
Economy, 1986.

Carnegie Foundation for the Advancement of Teaching, The Conditi
of Teaching: A State-by-State Analysis, 1988. Princeton, N
1988.

Center for Education Statistics (CES), Digest of Education Stati
tics 1987. Washington, D.C.: U.S. Department of Education, 198

Coleman, James, Thomas Hoffer, and Sally Kilgore, Public an
Private Schools. An Analysis of High School and Beyond--a Nationa
Longitudinal Study for the 1980's. Washington, D.C.: Nationa
Center for Education Statistics, November 1981.

Coley, Richard J. and Margaret E. Thorpe, A Look at the MAT Model of Teacher Education and Its Graduates: Lessons for Today, Research Report. Princeton, NJ: Educational Testing Service, Princeton, 1985.

Cornett, Lynn, 1986--Incentive Programs for Teachers and Administrators: How Are They Doing? Atlanta, GA: Southern Regional Education Board, December 1986.

Council of Chief State School Officers, Proceedings of 1985 Summer Institute. School/College Collaboration and Building Integrated Teacher Education Systems Statewide. Delavan, WI, 1985.

Council of Chief State School Officers, Staffing the Nation's Schools: A National Emergency. Washington, D.C., 1984.

Council of State Governments, The Book of the States 1984-1985. Lexington, KY, 1984.

Darling-Hammond, Linda, "A Proposal for Evaluation in the Teaching Profession," Elementary School Journal, Vol. 86, March 1986b.

Darling-Hammond, Linda, Beyond the Commission Reports: The Coming Crisis in Teaching, The RAND Corporation, R-3177-RC, July 1984.

Darling-Hammond, Linda, "What Constitutes a 'Real' Shortage of Teachers?" Commentary, Education Week, Vol. 6, No. 16, January 14, 1987.

Darling-Hammond, Linda, and Barnett Berry, The Evolution of Teacher Policy, The RAND Corporation, JRE-01, March 1988.

Doud, James L., The K-8 Principal in 1988. Alexandria, VA: National Association of Elementary School Principals, 1989.

Douglas, Stratford, and Ronald E. Bird, Personal Labor Supply: An Estimation of a Probabilistic Teacher Labor Supply Function. Research Triangle Park, NC: Southeast Regional Council for Educational Improvement, 1985.

Education Commission of the States, Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools. Denver, CO, 1983.

Elmore, Richard F., and Milbrey W. McLaughlin, Steady Work: Policy, Practice, and the Reform of American Education, The RAND Corporation, R-3574-NIE/RC, February 1988.

Ewell, Peter T., Levers for Change: The Role of State Government in Improving the Quality of Postsecondary Education. Denver, CO: Education Commission of the States, 1985.

Feistritzer, C. E., Cheating Our Children: Why We Need School Reform. Washington, D.C.: National Center for Education Information, 1985.

Feistritzer, C. E., Teacher Crisis: Myth or Reality? A State-by-State Analysis 1986. Washington, D.C.: National Center for Education Information, 1986.

Feistritzer, C. E., Teacher Supply and Demand Surveys 1988. Washington, D.C.: National Center for Education Information, 1988.

Feistritzer, C. E., The Condition of Teaching: A State by State Analysis. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1985.

Feistritzer, C. E., The Condition of Teaching: A State by State Analysis. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1983.

Feistritzer, C. E., The Making of a Teacher: A Report on Teacher Education and Certification. Washington, D.C.: National Center for Education Information, 1984.

Flakus-Mosqueda, Patricia, Survey of States' Teacher Policies, ECS Working Paper No. 2. Denver, CO: Education Commission of the States, 1983.

Flakus-Mosqueda, Patricia and Donald Burnes, Boards, Departments, Chiefs and State Education Policy, ECS Issuegram #42. Denver, CO: Education Commission of the States, 1983.

Flannelly, Ellen and Robert M. Palaich, Policy Guide to Teacher Reward Systems. Denver, CO: Education Commission of the States, 1985.

Flowers, Anne, Preparation of Teachers: Myths and Realities, paper presented at the Conference on Teacher Shortage in Science and Mathematics, Washington D.C., February 1983.

Fuhrman, Susan and Lorraine M. McDonell, Mapping Instate Information Networks in Education Policy: An Exploratory Study. Alexandria, VA: State Education Policy Consortium, December 1985.

Futrell, Mary H., chairman, Recommendations of the External Review Committee for the Improvement of Teacher Education in Georgia: Improving Undergraduate Teacher Education in Georgia. Atlanta, GA: The University System of Georgia Board of Regents, October 1986.

Galambos, E. C., Teacher Preparation: The Anatomy of a College Degree. Atlanta, GA: Southern Regional Education Board, 1985.

Gallup, Alec, "The Gallup Poll of Teachers' Attitudes Toward the Public Schools," Phi Delta Kappan, Vol. 66, October 1984.

Georgia Department of Education, "Certification and Classification of Educational Personnel in Georgia." Atlanta, GA: Georgia Department of Education, July 1988.

Georgia Department of Education, Certification of Education Personnel in Georgia, Policy and Procedure Manual. Atlanta, GA: Georgia Department of Education, 1989.

Georgia Department of Education, "Regulations and Procedures." Atlanta, GA: Georgia Department of Education, September 1981.

Goertz, Margaret, State Educational Standards: A 50 State Survey. Princeton, NJ: Educational Testing Service, 1986.

Goertz, Margaret, State Educational Standards: A 50-State Survey. Princeton, NJ: Educational Testing Service, 1985.

Gray, Dennis, and David H. Lynn, New Teachers, Better Teachers: A Report on Two Initiatives in New Jersey. Washington, D.C.: The Council for Basic Education, 1988.

Green, Joslyn, editor, What Next? More Leverage for Teachers. Denver, CO: Education Commission of the States, 1986.

Green, T. F., "Excellence, Equity, and Equality: in L. S. Shulman and G. Sykes (eds.), Handbook of Teaching and Policy. Longman, NY, 1983.

Grissmer, David W. and Sheila N. Kirby, Teacher Attrition: The Uphill Climb to Staff the Nation's Schools, The RAND Corporation, R-3512-CSTP, August 1987.

Guthrie, James W., and Ami Zusman, "Teacher Supply and Demand in Mathematics and Science," Phi Delta Kappan, Vol. 64, September 1982.

Haggstrom, Gus W., Linda Darling-Hammond, and David W. Grissmer, Assessing Teacher Supply and Demand, The RAND Corporation, R-3633-ED, May 1988.

Harvard Educational Review, Special Issue: Teachers, Teaching, and Teacher Education, v.56, no. 4, November 1986.

Harvard Educational Review, Teachers and Schools: Ideas for Action. Cambridge, MA: President and Fellows of Harvard College, 1986.

Hawley, W. D., A. E. Austin, and E. S. Goldman, Changing the Education of Teachers. Atlanta, GA: Southern Regional Education Board, 1988.

Hodgkinson, H., All One System, Demographics of Education, Kindergarten through Graduate School. Washington, D.C.: Institute for Educational Leadership, 1985.

Hodgkinson, Harold L., The Same Client: The Demographics of Education and Service Delivery Systems. Washington, D.C.: Institute for Educational Leadership, 1989.

The Holmes Group, Tomorrow's Teachers: A Report of The Holmes Group. East Lansing, MI, 1986.

Holmstrom, Engin Inel, Recent Changes in Teacher Education Programs. Washington, D.C.: American Council on Education, 1985.

Jung, Steven M., Guidelines for Evaluating Teacher Incentive Systems. Denver, CO: Education Commissions of the States, 1984.

Kaplan, George, Who Runs Our Schools? The Changing Face of Educational Leadership. Washington, D.C.: Institute for Educational Leadership, 1989.

Lanier, Judith E., "Research on Teacher Education," in Merlin C. Witrock (ed.), Handbook of Research on Teaching. New York: Macmillan, 1986.

Lasley, Thomas J., ed., Issues in Teacher Education. Volume II: Background Papers from the National Commission for Excellence in Teacher Education, (AACTE-ERIC Teacher Education Monograph No. 6). Washington, D.C.: American Association of Colleges for Teacher Education, 1986.

Lasley, Thomas J., ed., The Dynamics of Change in Teacher Education. Volume I: Background Papers from the National Commission on Excellence in Teacher Education, (AACTE-ERIC Teacher Education Monograph No. 5). Washington, D.C.: American Association of Colleges for Teacher Education, 1986.

McGuire, C. Kent and John A. Thompson, The Costs of Performance Pay Systems. Denver, CO: Education Commission of the States, 1984.

McLaughlin, M. W., "Why Teachers Won't Teach," Phi Delta Kappan, Vol. 67, 1986, pp. 420-426.

National Academy of Sciences, Everybody Counts, A Report to the Nation on the Future of Mathematics Education. Washington, D.C.: National Academy Press, 1988.

National Association of Secondary School Principals (NASSP), High School Leaders and their Schools, Volume I: A National Profile. Reston, VA, 1988.

National Association of State Directors of Teacher Education and Certification (NASDTEC), Manual on Certification and Preparation of Educational Personnel in the United States. Sacramento, CA, 1988.

National Center for Education Statistics (NCES), Digest of Education Statistics, 1988. Washington, D.C.: U.S. Department of Education, 1988.

National Center for Education Statistics (NCES), Projections of Education Statistics to 2000. Washington, D.C.: U.S. Department of Education, 1989.

National Center for Education Statistics (NCES), Projections of Education Statistics to 1997-98. Washington, D.C.: U.S. Department of Education, 1988.

National Center for Education Statistics (NCES), Projections of Education Statistics to 1992-93. Washington, D.C.: U.S. Department of Education, 1985.

National Center for Education Statistics (NCES), Projections of Education Statistics to 1990-91. Washington, D.C.: U.S. Department of Education, 1982.

National Center for Education Statistics (NCES), State Projections to 1993 for Public Elementary and Secondary Enrollment, Graduates, and Teachers. Washington, D.C.: U.S. Department of Education, 1989.

National Center for Education Statistics (NCES), "Targeted Forecast." Washington, D.C.: U.S. Department of Education, April 1989.

National Center for Education Statistics (NCES), "Targeted Forecast." Washington, D.C.: U.S. Department of Education, March 1989.

National Center for Education Statistics (NCES), The Condition of Education, Postsecondary Education, 1989, Volume 2. Washington, D.C.: U.S. Department of Education, 1989.

National Center for Education Statistics (NCES), The Condition of Education, Elementary and Secondary Education, 1988, Volume I. Washington, D.C.: U.S. Department of Education, 1988.

National Center for Education Statistics (NCES), The Condition of Education, 1985 Edition. Washington, D.C.: U.S. Department of Education, 1985b.

National Center for Education Statistics (NCES), The Condition of Education, 1983 Edition. Washington, D.C.: U.S. Department of Education, 1983.

National Center for Education Statistics (NCES), The Condition of Education, 1982 Edition. Washington, D.C.: U.S. Department of Education, 1982.

National Commission on Excellence in Educational Administration, Leaders for America's Schools. University Council for Educational Administration, 1987.

National Education Association (NEA), Estimates of School Statistics, 1988-89. Washington, D.C.: NEA Research, 1989.

National Education Association (NEA), Estimates of School Statistics, 1987-88. Washington, D.C.: NEA Research, 1988.

National Education Association (NEA), Rankings of the States, 1986. Washington, D.C.: NEA Research, 1986.

National Education Association (NEA), Status of the American Public School Teacher, 1985-86. Washington, D.C.: NEA Research, 1987.

National Education Association (NEA), Status of the American Public School Teacher, 1980-81. Washington, D.C.: NEA Research, 1981.

National Education Association (NEA), Teacher Supply and Demand 1986. Washington, D.C.: NEA Research, 1986.

National Education Association (NEA), Teacher Supply and Demand in Public Schools, 1981-82. Washington, D.C.: NEA Research, 1982.

National Science Board Commission on Precollege Education in Mathematics, Science and Technology, Educating Americans for the 21st Century. Washington, D.C.: National Science Foundation, 1983.

New England School Development Council, Administrative Shortage in New England: the Evidence, the Causes, the Recommendations. Sudbury, MA: New England School Development Council, 1988.

Oakes, Jeannie, Educational Indicators: A Guide For Policymakers. Santa Monica, CA: Center for Policy Research in Education (CPRE), The RAND Corporation, October 1986.

Pace, Frank Jr., chairman, Education's Greatest Untapped Resource: Second Career Scientists and Engineers, Report to the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, Second Session, National Executive Service Corps, New York, 1987.

Palaich, Robert, State Strategies To Improve Teaching. Denver, CO: Education Commission of the States, 1985.

Palaich, Robert and Ellen Flannelly, Improving Teacher Quality Through Incentives. Denver, CO: Education Commission of the States, 1984.

Raizen, S. A., Estimates of Teacher Demand and Supply and Related Policy Issues, paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, April 1986.

Report of the 1986 Commission on the Future of the South, Halfway Home and a Long Way To Go. Research Triangle Park, NC: Southern Growth Policies Board, 1986.

Rosenholtz, Susan J., Political Myths About Reforming Teaching. Denver, CO: Education Commission of the States, 1984.

Ross, Doris and Lester Solomon, Evaluating Teachers: With Lessons From Georgia's Performance-Based Certification Program. Denver, CO: Education Commission of the States, 1985.

Roth, R., "Emergency Certificates, Misassignment of Teachers, and Other 'Dirty Little Secrets,'" Phi Delta Kappan, Vol. 67, No. 10, June 1986.

Sandefur, J. T., "State Assessment Trends," AACTE Briefs, Vol. 7, 1986, pp. 12-14.

Schlechty, P., and V. Vance, "Do Academically Able Teachers Leave Education: The North Carolina Case," Phi Delta Kappan, Vol. 63, 1981, pp. 106-112.

Sedlak, Michael and Steven Schlossman, Who Will Teach? Historical Perspectives on the Changing Appeal of Teaching as a Profession. The RAND Corporation, R-3472-CSTP, November 1986.

Shulman, L., "Knowledge and Teaching: Foundations of the New Reform," Harvard Educational Review, Vol. 57, No. 1, February 1987.

Sikula, John, chairman, Report of the ATE Blue Ribbon Task Force, Visions of Reform: Implications for the Education Profession. Reston, VA: Association of Teacher Educators, 1986.

South Carolina Department of Education, Teacher Supply & Demand for South Carolina Public Schools, 1988-89 Update. Columbia, SC: South Carolina Department of Education, 1989.

Spero, Irene K., The Use of Student Financial Aid to Attract Prospective Teachers: A Survey of State Efforts. Washington, D.C.: Washington Office of the College Board, College Entrance Examination Board, 1986.

Superintendent of Public Instruction, State of Washington, Teacher Supply and Demand: 1983-1984, Annual Report of the Professional Education Section. Olympia, WA, 1984.

Sweet, James A., and Linda A. Jacobsen, "Demographic Aspects of the Supply and Demand for Teachers," in Lee Shulman and Gary Sykes (eds.), Handbook of Teaching and Policy. New York: Longman, Inc., 1983.

Sykes, Gary, "Public Policy and the Problem of Teacher Quality: The Need for Screens and Magnets," in Lee Shulman and Gary Sykes (eds.), Handbook of Teaching and Policy. New York: Longman, Inc., 1983.

Tetenbaum, Toby J. and Thomas A. Mulkeen, "Designing Teacher Education for the Twenty-First Century," Journal of Higher Education, (November/ December 1986), pp. 621-636.

Texas Education Agency, Study of the Availability of Teachers for Texas Public Schools, Staff Report to the State Board of Education. Austin, TX, February 1984.

University of Wisconsin--Whitewater, Educational Personnel Needs Assessmen: CSPD Technical Manual, 1989. Whitewater, WI: CSPD Special Project, University of Wisconsin--Whitewater, 1989.

University System of Georgia, Information Digest, 1988-89. Atlanta, GA: Board of Regents of the University System of Georgia, 1989.

Vance, V. S., and P. C. Schlechty, "The Distribution of Academic Ability in the Teaching Force: Policy Implications," Phi Delta Kappan, Vol. 64, 1982, pp. 22-27.

Western Interstate Commission for Higher Education, Classrooms Without Teachers? Supply and Demand in the West. Boulder, CO, 1986.

Western Interstate Commission for Higher Education, Quality in Teacher Education: A Crisis Revisited, Boulder, CO, April 1985.

Wise, Arthur E., Linda Darling-Hammond, Barnett Berry et al. Effective Teacher Selection. From Recruitment to Retention. Santa Monica, CA: The RAND Corporation, 1987.

Wise, Arthur E. and Linda Darling-Hammond, with Barnett Berry and Stephen P. Klein, Licensing Teachers: Design for a Teaching Profession. The RAND Corporation, R-3576-CSTP, November 1987.

Wise, Arthur E., Linda Darling-Hammond, Milbrey W. McLaughlin, and Harriet T. Bernstein, Teacher Evaluation, A Study of Effective Practices. Santa Monica, CA: The RAND Corporation, 1984.

ABOUT THE COMMISSION

The Professional Standards Commission was created by the Georgia General Assembly in March, 1976, to make recommendations to the State Board of Education regarding standards and procedures for "the preparation, certification, and professional growth of those who teach or perform educational duties in the school systems or schools" of Georgia.

MANDATE

"The Commission may recommend to the State Board of Education standards and procedures for certifying educational personnel as qualified for a certificate to practice in the public schools of Georgia, and to support, facilitate, and recommend functions and programs of preparation for the teaching profession, including the following:

- Standards for preservice preparation;
- Standards for accreditation of teacher education programs;
- Standards for certification through inservice training;
- Objective, independently verifiable standards of measurement and evaluation of teaching competence as the basis for teacher certification;
- Objective examinations as a measure of subject matter knowledge for the purpose of certifying educational personnel; and
- Criteria to be used in the activation of a committee in teacher education institutions for the purpose of screening candidates for both entry and continuation in teacher training on the basis of academic, personal, and emotional fitness for the profession."

"The Commission shall have the authority to hear the public, the teaching profession, and professional groups and associations on any matter of concern under the jurisdiction of the Commission."

"The Commission has the authority to recommend to the State Board of Education panels of educators, including public school classroom teachers, to serve as members of teams visiting institutions and school systems having teacher education programs for purposes associated with the process of approving said programs by the State Board. The Commission shall also have the authority to review any report of such teams and to advise the State Board as to whether or not programs proposed for its approval meet its adopted criteria" (O.C.G.A. Section 20-2-17-10).

OTHER COMMISSION REPORTS

Administrator Evaluation: A Look at Georgia and the Nation
Off Campus/External Degree Programs in Georgia
Reciprocity for Teacher Certification
Teacher Satisfaction in Georgia and the Nation
Certificates in Georgia with Comparison for Other States
Procedural Guidelines for Local Staff Development Programs: A Framework
The Principal: A Crucial Element in Quality Education
Status of Teacher Education As It Relates to Critical Issues in Georgia
Staff Development: A Set of Procedural Guidelines
The Principalship in Georgia: Superintendents' Perceptions
Educational Administration: Leadership Preparation, A Review
The Principalship in Georgia: Teachers' Perceptions
The Compleat Principal: The Principalship in Georgia 1982-1985, A Summary Report
Profile of Georgia Public School Personnel, 1985-1988, A Preliminary Report

Copies of this publication are available from the Commission. When ordering, please specify the name of the publication and send a check in the amount of $8.00 for printing and postage expenses. Please make the check payable to the Professional Standards Commission and forward to the address below.

GEORGIA PROFESSIONAL STANDARDS COMMISSION
2945 Flowers Rd. South, Suite 107
Atlanta, GA 30341

81,560/500